

# 2018-19 LCHS 90 Day Plan

## November 30- January 23

<b>Fully Implemented</b>	<b>Partially Implemented</b>	<b>Not Implemented</b>
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2018-19 LCHS Priority Goals Driven by the PLC Model:

Priority Goals

1. Provide each other with the support needed to utilize Google Education Tools in classes to increase engagement and academic success of all students.
2. Support the consistent implementation of the revised standards-based grading system through the communication of learning and the <i>Patriot Way</i> Expectations.
3. Challenge each other to design and implement uncommon experiences to transform learning that engage ALL students in rigorous standards based instruction.
4. Increase student achievement through the application of literacy strategies in ALL content areas and improve the overall literate environment.

### Long Term Attainable Goals

Priority Goal #	~Goals Statements~	Progress Notes
<b>ELA</b>		

1,2,3,4	<b>English I:</b> 66.5% of <b>English I</b> students will score P/D on the end of course exam.	
1,2,3,4	<b>English II:</b> 66.5% of <b>English II</b> students will score P/D on the end of course exam.	
1,2,3,4	<b>English III:</b> 58.1% of <b>English III</b> student will score P/D on the On Demand assessment.	
1,2,3,4	<b>English IV:</b> 100% of <b>English IV</b> students will demonstrate mastery of 12th grade standards.	
1,2,3,4	<b>English and Reading Readiness:</b> 15% of students in <b>English and Reading Readiness</b> will score benchmark on the KYOTE exam.	
1,2,3,4	<b>Reading Strategies:</b> 100% of <b>Reading Strategies</b> students will improve their reading level by 2 grade levels.	
1,2,3,4	<b>AP Language:</b> 50% of <b>AP Language</b> students will score a 3 or above on the AP Language exam.	
1,2,3,4	<b>AP Literature:</b> 50% of <b>AP Literature</b> students will score a 3 or above on the AP Literature exam.	
<b>Math</b>		
3	During the 2018-2019 school year, Algebra 2 teachers will challenge each other to design and implement at least one uncommon experiences to transform learning during a unit that engage ALL students in rigorous standards based instruction as seen through sub-PLC notes, lesson plans, and walk through feedback.	Unit 1: Movies and Matrices Unit 2: Yeti Linear Programming Unit 3: #FlytheW, Punkin' Chunkin

1,2,3,4	During the 2018-2019 school year, 45% of juniors will demonstrate proficiency (proficient or distinguished $\sim \geq 19$ ) on the ACT math section. This will be a 6% increase from the 2017-2018 assessment and accountability results.	<ul style="list-style-type: none"> <li>• The QPA was rewritten. Each question is from a CERT exam or a released ACT question.</li> <li>• New power standards were identified to overlap with the ACT math standards.</li> <li>• All units have been realigned to Common Core</li> <li>• All summative assessments are being rewritten to mimic ACT questions.</li> </ul>
1,2,3,4	During the 2018-2019 school year, 80% of Algebra 2 students will demonstrate proficiency (proficient or distinguished) on QPA #4.	<ul style="list-style-type: none"> <li>• Data for <a href="#">QPA</a></li> <li>• More rigorous summative assessments are being created for each unit</li> </ul>
3	During the 2018-2019 school year, Algebra 1 70% of students will demonstrate proficiency on QPA #4.	
3	In Geometry 80% of Geometry students will pass (2.00 or better) on every standard assessed on the Geometry QPA.	
<b>Science</b>		
3, 4	70% of Biology Students will attain an average of 3 or higher on the QPA	

3, 4	50% of AP Biology Students will attain a 3 or higher on the AP exam in May	
4	Based on previous years pass rate, by the end of the 2018/2019 school year, 10% of the AP Chemistry students will achieve a 3 or higher on the College Board AP Chemistry exam in May of 2019.	
	70% of chemistry students will achieve a 20 or higher on the science section of the ACT.	
3, 4	By the end of the 2018/2019 school year, 70% of Pre-AP/Integrated students will be able to score proficient or distinguished (3 or 4) on the QPA assessment and 50% of Pre-AP/Integrated students will improve their CERT science scores by at least 3 points.	
<b>Social Studies</b>		
4	100% of all Civic students will attain 60% or better on the QPA.	
4	60% of AP U.S. History students will score 3 or better on AP exam in May.	
3, 4	60% of AP World History students will score 3 or better on AP exam in May.	

## Arts and Humanities: 60 Day Goals

Priority Goal #	Goal Statements	60 Day Action Strategies	Progress Notes
3	75 % of the <b>Honor Choir</b> will be able to demonstrate proper choral techniques, i.e. Posture, Diction, Open Tone: Vowels & Lifted Palate, Voice Projection, Breath Support, Dynamics, Pitch Production, Sight-Reading, Blend, Expression, Pitch Notation, Elements of Music Application(Rhythm, Melody, Harmony, Form), Focus, Use of Music Vocabulary, Positive Attitude, Team Player, Stage Presence, Energy preparing for fall concert.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	90 % of the <b>Honor Choir</b> are able to demonstrate proper choral techniques, i.e. Posture, Diction, Open Tone: Vowels & Lifted Palate, Voice Projection, Breath Support, Dynamics, Pitch Production, Sight-Reading, Blend, Expression, Pitch Notation, Elements of Music Application(Rhythm, Melody, Harmony, Form), Focus, Use of Music Vocabulary, Positive Attitude, Team Player, Stage Presence, Energy preparing for fall concert.
3	75 % of the <b>Intro to Vocal Ensemble</b> will be able to demonstrate proper choral techniques, i.e. Posture, Diction, Open Tone: Vowels & Lifted Palate, Voice Projection, Breath Support, Dynamics, Pitch Production, Sight-Reading, Blend, Expression, Pitch Notation, Elements of Music Application(Rhythm, Melody, Harmony, Form), Focus, Use of Music Vocabulary, Positive Attitude, Team Player, Stage Presence, Energy preparing for fall concert.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	75 % of the <b>Intro to Vocal Ensemble</b> were able to demonstrate proper choral techniques, i.e. Posture, Diction, Open Tone: Vowels & Lifted Palate, Voice Projection, Breath Support, Dynamics, Pitch Production, Sight-Reading, Blend, Expression, Pitch Notation, Elements of Music Application(Rhythm, Melody, Harmony, Form), Focus, Use of Music Vocabulary, Positive Attitude, Team Player, Stage Presence, Energy preparing for fall concert.

3	75 % of the <b>Vocal Ensemble</b> will be able to demonstrate proper choral techniques, i.e. Posture, Diction, Open Tone: Vowels & Lifted Palate, Voice Projection, Breath Support, Dynamics, Pitch Production, Sight-Reading, Blend, Expression, Pitch Notation, Elements of Music Application(Rhythm, Melody, Harmony, Form), Focus, Use of Music Vocabulary, Positive Attitude, Team Player, Stage Presence, Energy preparing for fall concert.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	75 % of the <b>Vocal Ensemble</b> were able to demonstrate proper choral techniques, i.e. Posture, Diction, Open Tone: Vowels & Lifted Palate, Voice Projection, Breath Support, Dynamics, Pitch Production, Sight-Reading, Blend, Expression, Pitch Notation, Elements of Music Application(Rhythm, Melody, Harmony, Form), Focus, Use of Music Vocabulary, Positive Attitude, Team Player, Stage Presence, Energy preparing for fall concert.
3	75 % of the <b>LCHS Piano class</b> will be able to demonstrate proper piano skills, i.e. Use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics),Note values (duration), Rhythmic application, Clefs, Scale, Note names, Pitches, Staff, Rhymes for lines & spaces, Dynamics, Legato, Intervals, C Position, Application of skills, Individual Practice, Performance Assessment at appropriate skill level, Use the elements of music while performing.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating performance skills. Rehearsal time is provided to perfect these skills. Learning checks will be displayed in Infinite Campus	75 % of the <b>LCHS Piano class</b> are able to demonstrate proper piano skills, i.e. Use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics),Note values (duration), Rhythmic application, Clefs, Scale, Note names, Pitches, Staff, Rhymes for lines & spaces, Dynamics, Legato, Intervals, C Position, Application of skills, Individual Practice, Performance Assessment at appropriate skill level, Use the elements of music while performing.

3	75 % of the <b>Guitar class</b> will be able to demonstrate proficient performance skills.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	75 % of the <b>Guitar class</b> is able to demonstrate proficient performance skills.
3	85% of the <b>Wind Ensemble</b> will be able to demonstrate proper instrumental technique and musicality in the context of competition performance and sight reading.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques.	85% of the <b>Wind Ensemble</b> were able to demonstrate proper instrumental technique and musicality in the context of competition performance and sight reading.
3	85% of the <b>Percussion Ensemble</b> will be able to demonstrate proper instrumental technique and musicality in the context of competition performance and sight reading.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques.	85% of the <b>Percussion Ensemble</b> were able to demonstrate proper instrumental technique and musicality in the context of competition performance and sight reading.
3	85% of <b>Music Theory</b> students will be able to label and analyze functional harmony using roman numeral and figured bass notation.	Through daily formative questions, pickers exercises, small group work, and one learning checks.	85% of <b>Music Theory</b> students were able to label and analyze functional harmony using roman numeral and figured bass notation.
3	Within the next 60 days, 90% <b>Art I</b> students will be able to demonstrate understanding of <b>one-point perspective</b> .	Students will be given summative assessment using a rubric of criteria on <b>one-point perspective</b> .	90% <b>Art I</b> students were able to demonstrate understanding of <b>one-point perspective</b> .
3	Within the next 60 days, 80 % of <b>Art II</b> students will be able to recreate a successful <b>two-point perspective reproduction</b> using <b>mathematical</b>	Students will be given summative assessment using a rubric of criteria on <b>two-point perspective reproduction</b> using <b>mathematical ratio</b> and <b>two-point</b>	80 % of <b>Art II</b> students were able to recreate a successful <b>two-point perspective reproduction</b> using <b>mathematical ratio</b> and <b>two-point perspective</b> .

	<b>ratio and two-point perspective.</b>	<b>perspective.</b>	
3	Within the next 60 days, 90 % of <b>Art III</b> students will be able to recreate a successful skeleton still life <b>composition</b> using <b>proportion, perspective and pencil value development techniques.</b>	Students will be given summative assessment using a rubric of criteria on <b>composition, proportion, perspective and pencil value development techniques.</b>	90 % of <b>Art III</b> students were able to recreate a successful skeleton still life <b>composition</b> using <b>proportion, perspective and pencil value development techniques.</b>
3	Within the next 60 days, 90 % of <b>Art IV</b> students will be able to recreate a successful skeleton still life <b>composition</b> using <b>cropping, proportion, perspective and colored pencil value development techniques.</b>	Students will be given summative assessment using a rubric of criteria on <b>composition, proportion, perspective and colored pencil value development techniques.</b>	90 % of <b>Art IV</b> students were able to recreate a successful skeleton still life <b>composition</b> using <b>cropping, proportion, perspective and colored pencil value development techniques.</b>

<b>ELA: 60 Day Goals</b>			
<b>Priority Goal #</b>	<b>Goal Statements</b>	<b>60 Day Action Strategies</b>	<b>Progress Notes</b>
3,4	70% of <b>English I</b> students will score proficient on identifying a specific element of literature in their own writing (TLQC Analysis Paragraph)	Teach TLQC structure and use various literary pieces depending on our pacing. We will scaffold the writing structure until students write independently.	<b>Day- 75%</b> <b>Kinner- 61%</b> <b>Story- 91% (after revisions)</b> <b>Williams- 58%</b> <b>White- 88%</b> <b>Total: 77%</b>
3, 4	50% of <b>English 2</b> students will score proficient or distinguished	Students will develop their close reading skills through practice/assessment with close	<b>48.9% of students score P/D on QPA #1, just below our target of 50%. At this time, we have not administered</b>



	on Quarterly Performance Assessment #2	reading phases, thought logs, and class discussions.	<b>QPA #2 (revised 90 goal to reflect QPA #2)</b>
<b>3,4</b>	62% of <b>English III</b> students will score proficient and distinguished on the informational reading standard on the second QPA.	Students will continue to read informational ACT-like passages as bell work and informational texts related to the unit.	About 50% of students have scored proficient and distinguished on a series of ACT-like passages and informational texts related to the unit, but have not taken the second QPA at this time.
<b>1, 2</b>	<b>80% of English IV</b> students will draft and revise one polished piece of writing that scores as proficient on LDC rubric.	Students will submit writing digitally and revise through peer review and/or teacher comments.	Currently, 60% of students across all English IV classes have submitted revisions and scored proficient on at least one of the two major writing pieces assigned this semester. For us to attain our goal, all remaining students must either complete revisions on a past assignment or increase proficiency on an upcoming argumentative writing assignment. This will inform our 90 day goal.
<b>3,4</b>	50% of <b>AP Language</b> students will be able to write an effective rhetorical analysis essay with at least a score of 5 out of 9.	Students will continue to read a variety of authors and styles and work to identify rhetorical strategies within the text. Students will continue to write analysis essays and receive feedback.	Students are still working on their rhetorical analysis essays.

**Math: 60 Day Goals**

Priority Goal #	Goal Statements	60 Day Action Strategies	Progress Notes
1,2,3,4	In response to QPA #1, 60% of Algebra 2 students will demonstrate mastery in N.VM.C.8 (Matrices) on a spiral back assessment.	<ul style="list-style-type: none"> <li>- Openers</li> <li>- Spiral Lessons</li> <li>- Retakes / Reassessing</li> <li>- Quizizz (Round 1 and Round 2)</li> </ul>	<ul style="list-style-type: none"> <li>• 67.11% of students have scored a 3 or 4 on the Spiral Back Matrix Assessment</li> </ul>
1,2,3,4	In response to QPA #1, 60% of students will demonstrate mastery on G.CO.1 (Angle Addition) on an ACT daily assessment.	<ul style="list-style-type: none"> <li>• QPA/ACT daily assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 79% of students scored a 3 or 4 on the ACT daily assessment for G.CO.1</li> </ul>
1,2,3,4	65% of Algebra 1 students will be proficient or distinguished for the content learned in Chapter 2. Levels of mastery will be determined based on the average grade of all chapter 2 summative assessments with 3-3.59 being proficient, and +3.6 being distinguished.	<b>Modeling</b> <b>Scaffolded lessons</b> <b>Practice problecalculams</b> <b>Practice Learn Checks</b> <b>Learn Checks</b> <b>Multiple Choice Exams</b>	<ul style="list-style-type: none"> <li>• 69% of LCHS Algebra 1 students have an average grade of 3.00 or higher for Chapter 2 (McCowan, Stringer, and Fournier).</li> </ul>

**Practical Living: 60 Day Goals**

<b>Priority Goal #</b>	<b>Goal Statements</b>	<b>60 Day Action Strategies</b>	<b>Progress Notes</b>
3	50% of students in Early Childhood Education Pathway Red Zone will increase score on Mock Employability and Academics End of Program Assessment to proficient. 1 student was proficient on the initial assessment.	<b>Red Zone lessons will be developed based on standards that students scored the lowest on. Math was the lowest area.</b>	<b>1 student was proficient on the second assessment, This was not the same student who was proficient on the initial assessment. The average score on the initial assessment was 15.6 and the average score on the second assessment was 15.9.</b>
4	<b>80% of Health students will write the body of an on demand prompt with a proficiency or better score</b>	Class instruction Independent writing Suggest improvements using chromebook comments for students to follow	<b>Health has 86 total students, 74 out of those 86 students completed all parts of the On-Demand writing, 86%. The other 12 did not complete all three parts or did not turn in the assignment at all.</b>
3	50% of students in Business Pathway Red Zone will increase score on Mock Employability and Academics End of Program Assessment to proficient. 1 student was proficient on the	<b>Red Zone lessons will be developed based on standards that students scored the lowest on. Math was the lowest area.</b>	<b>10/26 students scored proficient on the Mock Employability and Academics End of Program Assessment.</b>

	initial assessment.		
3	50% of students in Ag. Power and Animal Science Pathways red zones will increase their score on Mock employability and Mock small power assessments to proficient.	<b>Red Zone lessons will be developed based on standards that students scored the lowest on. Employability and small power were the lowest.</b>	<p>4 Students were proficient on the second Ag. Power assessment. The four weren't proficient on the initial assessment. This was an increase from the initial assessment of a 16.7/25. The average score was a 17/25 on the second assessment.</p> <p>7/11 students in the Animal Science Pathway were proficient on the Mock Employability skills test. Students averaged 50% the first time the test was given and 70% the last time the test was given.</p>
3	70 percent of Horticulture Red Zone students will score proficiency on a mock EOP assessment.		11 out of 12 scored proficient on the Mock EOP on academic and employability skills

<b>Science: 60 Day Goals</b>			
<b>Priority Goal #</b>	<b>Goal Statements</b>	<b>60 Day Action Strategies</b>	<b>Progress Notes</b>
4	70% of Biology students will score a 3 or higher on parts one and two of the QPA	Frequent timed writing, multiple choice daily practice, note taking and reading strategies	<b>We have not taken the QPA yet for a 2nd time</b>

4	75% of AP biology students will earn at least 5 points out of 10 on the unit 2 FRQ	<b>Frequent timed writings, rubric analysis, modeling exemplary work</b>	<ul style="list-style-type: none"> <li>• First unit 2 FRQ administered 10/19/18. 32% of students received a 3 or 4 on the FRQ. 0% of students received a 1. 34% of students earning 2's were within 1 point of earning a 3; this group represents a special opportunity for leverage</li> <li>• Monday 10/22/18 Students will review summary notes from scoring, and students will utilize official rubric to score a mentor work.</li> <li>• Students will continue with small timed writings and will complete a second long FRQ on 10/29/18</li> </ul> <p>Our next long FRQ will be next week</p>
4	60% of students will achieve proficiency on classroom measures for science ACT	Department wide ACT lessons. Frequent use of Albert.IO for multiple choice practice.	<b>We're not there yet, but overall students are improving</b>
4	<b>Chemistry- 50% of students will score a 3 or 4 on part one of the QPA. (This is a carry over from the 30 day goal due to failure to reach it)</b>	<b>Frequent use of LDC instructional tools, frequent opportunities of real world connections.</b>	<b>Have not taken QPA yet, but will update after data is in</b>
4	60% of AP Chemistry Students will score an average of 5 points or higher on Unit 2 standards concerning FRQ's	Frequent timed assessments containing writing. Reading and literacy strategies from LDC and frequent note taking.	<b>60% of AP Chemistry students scored an average of 5 points or higher on their FRQs.</b>

3, 4	60% of integrated science students will score P/D on QPA 2 assessment based on department designed rubric. 25% of integrated science students will score P/D on CERT assessment based on Albert.IO program.	Continued use of department and sub PLC developed curriculum strategies (CERT & QPA), Albert.IO practice/exposure program (CERT), CER practice/feedback (QPA), LDC strategies (QPA), and direct instruction on CER and ACT testing techniques.	<b>We have not taken the QPA yet for a 2nd time; Scheduled for 12/13-12/14.</b>  <b>We do not yet have the scores/results for CERT 2.</b>
3,4	50% of Pre-AP Integrated Science students will score P/D on QPA 2 assessment based on department designed rubric. 45% of Pre-AP Integrated Science students will score P/D on CERT assessment based on Albert.IO program.	Continued use of department and sub PLC developed curriculum strategies (CERT & QPA), Albert.IO practice/exposure program (CERT), CER practice/feedback (QPA), LDC strategies (QPA), and direct instruction on CER and ACT testing techniques.	<b>We have not taken the QPA yet for a 2nd time; Scheduled for 12/13-12/14.</b>  <b>We do not yet have the scores/results for CERT 2.</b>

<b>Social Studies: 60 Day Goals</b>			
<b>Priority Goal #</b>	<b>Goal Statements</b>	<b>60 Day Action Strategies</b>	<b>Progress Notes</b>
4	60% of AP US students will score a 4 or better on long essay practice.	Practice essays	Goal not achieved 54% of AP students scored a 4 or better on long essay

4	40% of World History students will score proficient or distinguished on the second QPA.	Practice with unit exams Review quizzes Focus on vocabulary Re-takes	Second QPA scheduled for 12/13 and 12/14
1, 4	30% of US History students will score proficient or distinguished on the second QPA.	Practice with unit exams Review quizzes Re-takes	Second QPA scheduled for 12/13 and 12/14
4	60% of AP World History students will score proficient or distinguished on the Unit 2 test.	Review work	Goal not achieved 55% of students scored proficient or better.
4	65% of APHG students will score proficient or distinguished on the Unit 2 test.	Review quizzes Retakes FRQ practice	67% of student scored met proficiency on the Unit 2 test.
4	Civics Students will score 70% or above proficient (80%) on the next unit test	Practice with Primary and secondary sources	81% of Civics students scored 70% or higher on the most recent unit test.

**World Language: 60 Day Goals**

<b>World Language: 60 Day Goals</b>			
<b>Priority Goal #</b>	<b>Goal Statements</b>	<b>60 Day Action Strategies</b>	<b>Progress Notes</b>

<p>4</p>	<ol style="list-style-type: none"> <li>1. Students will complete their cycle 2 of assessments (listening, reading, and writing) with higher proficiency and performance scores than their first cycle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will analyze and share student performance data from cycle 1 of assessments</li> <li>2. Students and teachers together will set goals for the second cycle of assessments</li> <li>3. At the conclusion of the second week of assessments, teachers will collect and analyze student performance data from cycle 2 of assessments.</li> <li>4. Teachers will share with students whether or not goals were met.</li> </ol>	<ol style="list-style-type: none"> <li>1. David was planning on giving Assessment cycle 2 this week but postponed it to next week due to NTI days. David is doing work this week to help students to be stronger writers on the written assessment in cycle 2.</li> <li>2. Sarah gave a second assessment cycle election week. Students kept track of their word count to see if they are writing more but Sarah would like more guidance from the department on how to give effective feedback on progress.</li> <li>3. Aggie gave assessment cycle this week and reflected with students about progress. Students definitely improved in their listening skills but Aggie still has to grade the other two assessments to see their progress</li> </ol>
<p>2</p>	<ol style="list-style-type: none"> <li>2. Students will complete their second round of QPA and will score better with their reading proficiency than they did with their first QPA</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will share their QPA 1 data and positives and areas for improvement for the future QPA rounds</li> <li>2. Teachers will share QPA data both with their students and</li> </ol>	<ol style="list-style-type: none"> <li>1. All of our department members met after the first QPAs to share our feelings about the process</li> <li>2. In our QPA Dashboard Presentation, we showed the growth of our students to our</li> </ol>



		<p>with administrators in their QPA dashboard presentation</p> <p>3. Aggie will work with school and district technology support to remove Power Thesaurus from Chromebooks so that QPA can be administered again with Naiku.</p>	<p>administrators</p> <p>3. QPAs are in two weeks. We should be able to administer the QPA on Naiku again because Power Thesaurus has been allegedly removed from Chromebooks.</p>
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## 2018-19 LCHS 30 Day Plan

**August 20 - October 2**

Priority Goal #	Goal Statements	30 Day Action Strategies	Progress Notes
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Arts and Humanities: 30 Day Goals			
Priority Goal #	Goal Statements	30 Day Action Strategies	Progress Notes

3	75 % of the <b>Guitar class</b> will be able to demonstrate proficient performance skills.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	At this time 65% of the <b>Guitar class</b> will be able to demonstrate proficient performance skills.
3	75 % of the <b>Piano class</b> will be able to demonstrate proficient performance skills.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	At this time 75 % of the <b>Piano class</b> will be able to demonstrate proficient performance skills.
3	75 % of the <b>LCHS Honor Choir</b> will be able to demonstrate proper choral techniques.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	75 % of the <b>LCHS Honor Choir</b> will be able to demonstrate proper choral techniques.
3	80 % of the <b>LCHS Vocal Ensemble</b> will be able to demonstrate proper choral techniques.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques. Learning checks will be displayed in Infinite Campus	80 % of the <b>LCHS Vocal Ensemble</b> will be able to demonstrate proper choral techniques.

3	85% of <b>Music Theory</b> students will be able to easily name, write, and describe all rhythms and pitches on the staff and keyboard. 85% of music theory students will be able to identify periphery musical symbols and concepts.	Through daily formative questions, pickers exercises, small group work, and one learning check.	85% of <b>Music Theory</b> students will be able to easily name, write, and describe all rhythms and pitches on the staff and keyboard. 85% of music theory students will be able to identify periphery musical symbols and concepts
3	100% of <b>Percussion Ensemble</b> students will be able to demonstrate excellent technique, play basic exercises on all twelve major scales, and demonstrate basic competence at reading music notation.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques	100% of <b>Percussion Ensemble</b> students will be able to demonstrate excellent technique, play basic exercises on all twelve major scales, and demonstrate basic competence at reading music notation.
3	80% of the <b>Wind Ensemble Band</b> will be able to demonstrate proper instrumental technique and musicality in the context of competition performance and sight reading.	Through daily formative assessments providing immediate verbal feedback to those students who are not demonstrating proper techniques. Modeling will be provided to demonstrate correct techniques.	80% of the <b>Wind Ensemble Band</b> will be able to demonstrate proper instrumental technique and musicality in the context of competition performance and sight reading.
3	Within the next 30 days, 80% of <b>Art I</b> students will be able to demonstrate understanding of the <b>Elements of Art</b> and <b>Principles of Design</b> .	Students will be given a multiple choice assessment to determine level of understanding.	Within the next 30 days, 85% of <b>Art I</b> students will be able to demonstrate understanding of the <b>Elements of Art</b> and <b>Principles of Design</b> .

3	Within the next 30 days, 80% <b>Art I</b> students will be able to demonstrate understanding of <b>one-point perspective</b> .	Students will be formatively assessed on a daily basis and will be given verbal feedback to improve <b>one-point perspective</b> .	Within the next 30 days, 85% <b>Art I</b> students will be able to demonstrate understanding of <b>one-point perspective</b> .
3	Within the next 30 days, 70 % of <b>Art II</b> students will be able to recreate a successful <b>two-point perspective reproduction</b> using <b>mathematical ratio</b> and <b>two-point perspective</b> .	Students will be formatively assessed on a daily basis and will be given verbal feedback to improve <b>two-point perspective reproduction</b> using <b>mathematical ratio</b> and <b>two-point perspective</b> .	Within the next 30 days, 80 % of <b>Art II</b> students will be able to recreate a successful <b>two-point perspective reproduction</b> using <b>mathematical ratio</b> and <b>two-point perspective</b> .
3	Within the next 30 days, 80 % of <b>Art III</b> students will be able to recreate a successful skeleton still life <b>composition</b> using <b>proportion, perspective</b> and <b>pencil value development techniques</b> .	Students will be formatively assessed on a daily basis and will be given verbal feedback to improve <b>composition, proportion, perspective</b> and <b>pencil value development techniques</b> .	Within the next 30 days, 80 % of <b>Art III</b> students will be able to recreate a successful skeleton still life <b>composition</b> using <b>proportion, perspective</b> and <b>pencil value development techniques</b> .
3	Within the next 30 days, 80 % of <b>Art IV</b> students will be able to recreate a successful skeleton still life <b>composition</b> using <b>cropping, proportion, perspective</b> and <b>colored pencil value development techniques</b> .	Students will be formatively assessed on a daily basis and will be given verbal feedback to improve <b>composition, proportion, perspective</b> and <b>colored pencil value</b>	Within the next 30 days, 90 % of <b>Art IV</b> students will be able to recreate a successful skeleton still life <b>composition</b> using <b>cropping, proportion, perspective</b> and <b>colored pencil value development techniques</b> .

**ELA: 30 Day Goals**

<p><b>1,4</b></p>	<p>70% of <b>English I</b> students will score proficient on identifying a specific element of literature in their own writing (TLQC Analysis Paragraph)</p>	<p>Teach TLQC structure and use “Cask of Amontillado” to teach irony. We will scaffold the writing structure until students write independently.</p>	<p><b>Kinner-Story- 88%</b> (1 independent practice) <b>Williams-White-</b></p> <p>At this point, we have either introduced and practiced or have plans to teach this skill right after break. The data above is from practice if we are that far. We will extend this goal into the next 30 days.</p>
<p><b>1,4</b></p>	<p>Within the next 30 days, 40% of <b>English 2</b> students will score proficient or distinguished on Quarterly Performance Assessment #1</p>	<p>Students will develop their close reading skills through practice/assessment with close reading phases, thought logs, narrative writing, and class discussions.</p>	<p>On QPA #1, overall 48.9% of English 2 students scored proficient or distinguished. This is a new QPA that we created, so we are not certain of the validity of the results. We will continue teaching and reteaching skills associated with the two standards that this test assessed.</p>
<p><b>1,4</b></p>	<p>Within the next 30 days, 50% of English III students will be able to apply correct usage of their subject and verb agreement in their writing.</p> <p>Within the next 30 days, 100% of AP Language students will be able to analyze the style of an author and identify three rhetorical strategies in a text.</p>	<p>Students will complete ACT English practice passages and classroom assignments.</p> <p>Students will complete rhetorical analysis practice passages identifying the rhetorical strategies and explaining how they contribute to the meaning of the text.</p>	<p>More than 75% of English III students scored at least a 3 in applying subject and verb agreement correctly.</p> <p>AP Language students were successful in analyzing the style of an author and identifying three rhetorical strategies in a text. They will continue to read various styles and identify rhetorical strategies until the exam.</p>

1,4	Within the next 30 days, 65 % of English College Readiness students can improve their ACT English score by one point (from their previous score).	?	
1,4	All English IV students will demonstrate mastery of at least 3/4 RL standards within the first 30 days of the 18-19 school year to meet our 30 Day Goal.	English IV teachers will incorporate ArtsLiteracy text engagement strategies into their lesson plans at least three times per nine weeks.	Approximately 80% of students have achieved mastery or are approaching mastery with the indicated standards. A remaining ~10% demonstrate a 2 on the mastery rubric through discussion participation. We will continue to incorporate these discussion/engagement strategies to re-assess students who have not yet demonstrated mastery

<b>Math: 30 Day Goals</b>			
<b>Priority Goal #</b>	<b>Goal Statements</b>	<b>30 Day Action Strategies</b>	<b>Progress Notes</b>
3	Algebra 2 teachers will design and implement 1 uncommon experience per unit to transform learning that engages ALL students in rigorous standards based instruction.	Sub-PLC conversations and minutes  Lesson Plans	-Unit 1 Desmos (Real World Matrices at the Movies) -Unit 2 Yeti Linear Programming Project

1,2,3,4	35% of Algebra 2 students will demonstrate mastery (proficient or distinguished) on QPA #1	Lesson Plans QPA writing QPA dashboard Rigorous summative assessments to prepare	Goal Achieved: 38% demonstrated mastery
1,4	By September 27th, 70% of Algebra 1 students will be proficient or distinguished in identifying whether a relation is a function or not (Lesson 1-7).	Sub-PLC conversations and minutes  Lesson Plans	Goal not achieved. As of 10/16/18, 64% of students are proficient or distinguished in identifying whether a relation is a function or not. Ms. Stringer will offer remediation and retakes to increase levels of proficiency.
3	25% of Geometry students will score at least a proficient on QPA #1.	Geometry Curriculum Map  Lesson Plans  QPA Data	Goal Achieved: 27% of students scored at least a proficient on QPA #1.

Practical Living: 30 Day Goals			
4	80% of health students will write a proficient introduction to an on demand writing.	Class instruction Independent writing	65% students scored either proficient or distinguished in the introduction. Will work with those students on revising that did not accomplish proficient level. 35/53 students

3	50% of business students will make a 70% on the mock EOP for marketing, management/entrepreneurship, or financial services.	Class instruction	<b>62% of business students scored 70% or better on the mock EOP.</b>
3	50% of FCS students enrolled in CDS I or Culinary I will make a 70% on the mock EOP for Early Childhood Education or Culinary.	Mock EOP administered in class	<b>87% of Child Development 1 students scored 70% or better on the mock EOP. Culinary students did not take the mock exam.</b>
4	80% of agriculture students will be proficient on an on demand writing. 60% of Agriculture Power students in Ag. Construction, Ag. Power or Small Power will make an 80% on the mock EOP for employability and safety.	On demand writing assessment Class instruction Class instruction Mock EOP administered in class	82% of all Agriculture power students scored 80% or better on the mock EOP for employability and safety.

<b>Science: 30 Day Goals</b>			
4	70% of AP Biology students will score an average of 3 or higher on Unit 1 standards	Frequent timed writing, multiple choice daily practice, note taking and reading strategies	<b>71% of AP biology students have scored an average of 3 or higher on unit 1 standards</b>
3,4	70% of Biology students will score a 3 or higher on part one of the QPA	Phenomenon based instruction, daily writing to learn, scaffolded reading instruction,	<b>We significantly fell short of this goal with only 9% of students achieving 3 or higher on the part of the QPA we</b>



			<p>have covered. Some of this may be unfamiliarity with the new test format. We will continue to support students with higher level thinking skills needed to perform well on the new assessment style. Students will have more practice opportunities with these question types through Albert.IO and Study Island</p>
4	<p>30 day goal- 50% of students will score a 3 or 4 on part one of the QPA. Strategies</p>	<p>Frequent use of LDC instructional tools, frequent opportunities of real world connections.</p>	<p>This was a new QPA assessment format for the chemistry students. 10% of chemistry students were able to achieve a 3 or 4 on part one.</p>
4	<p>60% of AP Chemistry Students will score an average of 3 or higher on Unit 1 standards</p>	<p>Frequent timed assessments containing writing, multiple choice or a combination of both. Reading and literacy strategies from LDC and frequent note taking.</p>	<p>80% of the students scored 3 or higher on the Unit 1 standards.</p>
4	<p>60% of students will achieve proficiency on classroom measures for science ACT</p>	<p>Department wide ACT lessons. Frequent use of Albert.IO for multiple choice practice.</p>	<p>Students continue to struggle with science passages. We will continue to provide strategies, practice, and</p>

			assessment to measure growth
3, 4	<p>50% of integrated science students will score P/D on QPA assessment based on department designed rubric.</p> <p>25% of integrated science students will score P/D on CERT assessment based on Albert.IO program.</p>	<p>Department and sub PLC developed curriculum strategies (CERT &amp; QPA), Albert.IO practice/exposure program (CERT), CER practice/feedback (QPA), LDC strategies (QPA), and direct instruction on CER and ACT testing techniques.</p>	<p>53% (88/165) of integrated students scored P/D on QPA 1. 13% (23/173) of integrated students scored P/D on Albert.IO assessments. We will continue to provide practice opportunities, strategy lessons, and assessments to measure growth.</p>
3,4	<ul style="list-style-type: none"> <li>50% of Pre-AP Integrated Science students will score P/D on QPA assessment based on the department designed rubric.</li> <li>25% of Pre-AP Integrated Science students will score P/D on CERT assessment based on Albert.IO program.</li> </ul>	<ul style="list-style-type: none"> <li>Department and Sub-PLC developed curriculum strategies (CERT &amp; QPA), Albert.IO practice/exposure program (CERT), CER practice/feedback (QPA), LDC strategies (QPA), and direct instruction on CER and ACT testing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>17% of Pre-AP Integrated Science students scored P/D on QPA 1.</li> <li>43% (20/47) of Pre-AP Integrated Science students scored P/D on Albert.IO assessments. We will continue to provide practice opportunities, strategy lessons, and assessments</li> </ul>

			to measure growth.
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<b>Social Studies: 30 Day Goals</b>			
4	60% of AP US students will score a 4 or better on long essay practice.	Practice essays	<b>Goal not achieved</b> 54% of AP students scored a 4 or better on long essay
4	30% of World History students will score proficient or distinguished on the first QPA.	Practice with unit exams Review quizzes Re-takes	<b>Goal not achieved</b> 10% (23/231) scored proficient or distinguished on the first QPA
1, 4	30% of US History students will score proficient or distinguished on the first QPA.	Practice with unit exams Review quizzes Re-takes	<b>Goal not achieved</b> 2% (5/255) scored proficient or distinguished on the first QPA
4	At least 55% of civics students will be proficient on the QPA.	Primary & secondary source analysis Re-takes	90 out of 100 attained 60% or higher on the QPA
4	60% of AP World His students will score a 4 or better on long essay practice.	Practice essays	16/29 (55%) scored at least 4 out of 7 on a long essay practice
4	60% of APHG students will score proficient or distinguished on the Unit 1 test.	Review quizzes	54% (8/15) scored proficient or distinguished on the Unit 1 test.

<b>Alternate Curriculum: 30 Day Goals</b>			
<b>English</b> 1,2,3,4	English I: 50% of students will score passing grade.		

	English II: 100% students will score passing grade. English III: 50% of students will score passing grade. English IV: 100% students will earn passing grade.		
<b>Math 1,2,3,4</b>	<b>Math: 60% of students will earn passing grade.</b>		
<b>Science 1,2,3,4</b>	<b>50% of students will earn passing grade.</b>		
<b>Social Studies</b>	<b>60% of students will use google maps with proficiency.</b>		

### World Language: 30 Day Goals

<b>1</b>	Members of the World Language department will focus on improving their understanding of Google Classroom in order to communicate better with students and parents.	<ol style="list-style-type: none"> <li><b>1. At this point, none of our department members have had students join their classroom classes</b></li> <li><b>2. By August 31st, all students in Spanish/French ½ will be shown the code and given time in class to join the classroom.</b></li> <li><b>3. Before Oct 2, all department members will experiment with using</b></li> </ol>	All three World Language teachers set up their Google Classrooms, shared join information with all students, and use Google Classroom regularly for posting assignments, sharing class information, and hosting NTI work.
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		<p>Sites and Classroom as places for hosting information for students.</p> <p>4. On Oct. 2, we will decide which Google Tool is better for hosting information for students.</p>	
<p>2</p>	<p>By Oct. 2nd, the members of the World Language department will be able to clearly articulate what standards-based assessments (formative/summative) look like in our classes.</p>	<ol style="list-style-type: none"> <li>1. During PLCs, our department will discuss upcoming assessments and tie them to our standards</li> <li>2. We will administer assessments to students</li> <li>3. We will bring back student samples to our PLCs to discuss grading student work according to mastery of standards</li> <li>4. We will clearly articulate the retake process for ourselves and our students</li> <li>5. We will look at our Infinite Campus assignments and grades to ensure we are all on the same page.</li> </ol>	<p>We have used conversations from the Learning By Doing book and information Aggie brings back from content lead meetings to center our PLCs around sharing student work and using it to discuss student achievement strategies. We have shared student work samples, discussed student performance goals and strategies for helping students move ahead in this curriculum. We have chosen a day for after-school help through 21st century.</p>