

ACTION STEPS									
Focus Area	Baseline	Root Cause for Needs Assmt (Why)	School Target	Strategy (What/How)	Timeline (When)	Who (Implementer)	Resources	Milestone(s)	Status
Alignment to Vision 2018	Current state; Quantified using available SIP data	Primary root cause; Explains the current state; Is within the school's control to change	Reflects growth from baseline; Aligns with HCPSS Benchmarks; Measured at the end of each year	Directly addresses root cause; High-leverage (curriculum-endorsed or empirically-supported); Includes explanation of how students will be supported (e.g., access and successful completion)	Specific frequency with which to implement strategy	Staff responsible for implementing strategy	Conditions that must be in place for implementation	Formative data/measure; Quantifies school progress toward meeting target	Plan for monitoring implementation; Frequency with which to monitor progress; Plan for adjusting action elements if
Performance	Overall Student SAT Participation 2015 G11: 55.6% Graduates: 78.4%	*Students and Guardians lack knowledge about the SAT test and testing timeline due to poor information dissemination. *In addition, there is very little differentiation between the SAT/ACT test options or the benefits (besides college) for taking either. *Many of our students are not anticipating college as an option; therefore, do not consider the test as a priority. *Opportunities for fee waivers are not publicized; therefore, eligible students who simply can not afford the test are not identified or encouraged to take the test.	Increase SAT Participation by 3% for students. G11 - 58.6% G12 - 81.4%	*SAT Marketing Campaign - Guidance, admin., support staff and teachers will continually and with intention, communicate the importance of SAT throughout the year. Many of our students change their minds about wanting to go to college and without the SAT their options are limited. Wilde Cat Time, assemblies, eschool, and the Wilde Lake High School website will be used to remind students of upcoming SAT dates, the Wilde Lake SAT class and fee waiver information. *Create an SAT Identification Group - using SAPE data with PSAT results, create a list of students who are candidates to take the SAT early. *SAT staff development sessions - In order for the staff to be able to talk about the new SAT with any level of comfort, the TDL along with the current SAT teachers will hold mini PD sessions with an emphasis on classroom instructional strategies that mirror SAT questions.	September through June 2015 - Naviance sessions throughout the year --- SAT/ACT options will be emphasized at each meeting with a focus on the Sophomore year before scheduling. November/April 2015 - Selected Guidance counselors, support staff, administration, English 11 and Math Teachers of Alg. 2 and above will meet and discuss students that would meet with success on SAT, give list to guidance to help contact home November/December/May 2015: SIT will use SAPE data, PSAT results, SAT sign up sheets, and current grades for Math and English of 10th graders to identify and generate student lists for test and Wilde Lake SAT class prior to scheduling. January 2015 - Guidance will monitor registration numbers for WLHS SAT course, use list generated from current 10th grade teachers to personally encourage students to sign up for the class November/January/March 2015: staff development focused on the new SAT.	*Guidance for Naviance. *SIT team/Admin/Teachers/Support Staff for student identification and Identification Group. *TDL and current SAT teachers for Staff Development.	*SIP data access, Staff development materials	October 2015 - Math Teachers Alg. 2 and above will meet and discuss students that would meet with success on SAT, give list to guidance to contact home January 2015 - Guidance will monitor registration numbers for WLHS SAT course, use list generated from current 10th grade teachers to personally encourage students to sign up for the class	SIT will review progress at their quarterly meetings. Administration and guidance counselors will monitor enrollment for the SAT exam.
Performance	African American SAT Participation 2015 G11: 37.9% Graduates : 72.3%	*Targeted conversations between staff and students who are not considering college as a post graduation option do not take place as often as they should. *Many African American students do not consider college a pathway or an option for themselves; therefore taking the SAT is not a priority. *Opportunity for fee waivers are not advertised effectively and qualifying students are not identified.	Increase African American participation on SAT by 3% for both G11 and G12.	Student/Parent Awareness Program - BSAP Coordinator will hold Parent Awareness nights with a focus on SAT and keeping opportunity open. Invitations to Success Program - Based on the early identification data as well as the names of students identified by the SAT Identification Group, invitations to Wilde Cat Time sessions and Fee Waiver/SAT registration nights will be given out.	November/January/February: BSAP Wilde Cat time sessions November 2015 - June 2016: invitations for fee waivers/registration event. November 2015 & February 2016: BSAP led Parent Awareness sessions	*BSAP coordinator and identified staff for parent night and Wilde Cat sessions *SIT Team/Admin Teachers/Support Staff for student identification and Identification Group *Guidance for advertising fee waivers *All staff for contacting parents	*FARMS data access, parent guides and college board resources	*List of prospective students delivered to guidance. *Attendance at registration events. *Registration numbers for WLHS SAT course.	SIT will review progress at their quarterly meetings. Administration and guidance counselors will monitor enrollment for the SAT exam. BSAP will meet with administration monthly to review progress and reassess student and parent needs.
Performance	Overall Student SAT Performance 2015 G12: Verbal 523 , Math 527, Writing 510. Total: 1560. 97 students (42.4%) over 1650 Benchmark	*Lack of staff knowledge regarding the SAT reduces classroom preparation for the test in daily Math and English classes. *SAT course is not advertised well, leading to low enrollment. *Other free study options and resources for students are not advertised to parents and students as well as they could be.	School Target for Performance of SAT is a Composite score of 1576 for graduating seniors.	*SAT staff development sessions - In order for the staff to be able to talk about the new SAT with any level of comfort, the TDL along with the current SAT teachers will hold mini PD sessions with an emphasis on classroom instructional strategies that mirror SAT questions. *Curriculum Share Out - Teachers will incorporate SAT style questions and activities into their instruction when it fits. They will then share these ideas for the staff to see and use. *SAT Marketing/Awareness Campaign - The Marketing/Awareness Team will hold Wilde Cat Time Sessions which emphasize SAT resources including and on how to access and create an account for the College Board site. The team will also advertise upcoming SAT tests and resources through eschool news and the Wilde Lake Website for students, parents and guardians	Monthly 2015/2016: Wilde Cat Time SAT Information/Enrichment sessions focusing on SAT resources, where to go and how to prepare November/January/March 2015/2016: TDL and Staff PIP for SAT lessons. February/March/April 2016: Department/staff share outs for how they are implementing SAT style questioning and practice into their classrooms	*Guidance for advertising of SAT resources to students. *Dept. heads run meetings centered on staff development for new SAT. *Present course teachers along with the TDL will provide sample activities to teachers. *Department PLCs will present out at staff meetings	*Naviance lessons, SAT resources	*List of prospective students delivered to guidance. *Attendance at registration events. *Registration numbers for WLHS SAT course.	SIT will review quarterly data and share out with staff. Feedback from staff and students will be collected quarterly and reviewed as well in an effort to modify or change any of the strategies that may not be working.
Performance	African American SAT Performance 2015: G12: Verbal 449, Math 437, Writing 444. Total: 1330. 12 students (14.8%) over CCR 1650 benchmark.	*Parents and students are unaware of the test and how it relates to college and career readiness preparation *Test preparation is not a focus and/or students are not aware of the free opportunities available for them. *Limited staff awareness of the new SAT decreases adequate classroom preparation for those taking the SAT.	The target mean composite score for graduating A.A. students is 1576 to match the school goal.	Black Student/Parent Awareness Program - BSAP Coordinator will hold Parent Awareness nights with a focus on SAT and Opportunity. Discussion pertaining to post-graduation options, accessing resources, and signing up for the test will take place during these events. SAT Marketing and Awareness Team at WLHS will contact and encourage identified students to enroll in the SAT class. Outreach to parents will be a part of this Marketing approach. The team will mail personal invitations home and make follow-up phone calls to all identified students regarding the importance of this course. Wilde Cat Time SAT Test Preparation - BSAP coordinator and other identified staff members will host Wilde Cat Time meetings focusing on test enrollment and test preparation	November & January 2015: BSAP Wilde Cat time sessions November 2015 - June 2016: invitations for fee waivers/registration event. November 2015 & February 2016: BSAP led Parent Awareness sessions December 2015 & January 2016: Contact students and parents about Wilde Lake High School SAT course	*Classroom teacher make lists of prospective students for SAT class *BSAP Liaison will contact parents regarding resources and parent information night	SAT and parent awareness resources, staff development resources	*List of prospective students delivered to guidance. *Attendance at registration events. *Registration numbers for WLHS SAT course.	SIT will review progress at quarterly meetings.

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Rigor	56.5% of 2014 Graduates (165 students) were enrolled in at least one AP course.	*Information Gap - students and parents - Importance of taking challenging courses to become college and career ready has not been properly communicated. Many parents and students believe that you only take an AP class if you are planning to go to college after high school. *Teachers do not have the time to meet in vertical and horizontal teams. The time to do this would benefit staff members who are not familiar with the AP exams or what Rigor looks like at all levels. *Many students have preconceived notions of AP class structure creating a fear which prevents them from signing up for the class. *Many teachers have a preconceived notion as to what an AP student should look or act like. This prevents many teachers from encouraging some students to take the next steps. * This lack of teacher training or set mindset may inhibit talent spotting in lower grades and ability levels. *Although we have had plans in the past used to help students get to AP, there has not been an adequate plan in place to keep students in AP.	Increase AP course participation for all students by 3%.	* <b>Department Vertical Alignment Professional Development Retreats</b> - At these retreats, departments will analyze AP exams to identify the skills students need to master. Discussions on how these skills are used in every grade and level with an emphasis on RIGOR FOR ALL, will allow teams to reach towards similar goals for our students. An opportunity to create and share lessons will also be given during these retreats. * <b>AP and Academy Marketing/Awareness Team</b> - AP and academy classes need to be presented in a way for students to understand the real world benefit. We need to help our students map out their futures. Part of this approach will be to identify Springboard classes (pre-requisites) for AP/Academy courses. Visualization maps will be created by each department outlining which classes will prepare students to take AP/Academy courses and how taking them will prepare them for their future choices. Springboard options will be presented to students at scheduling time. * <b>Parent Information Meetings</b> - The goal of these meetings is to help parents and students understand the importance of taking rigorous classes and how they impact post graduation options and prepare them for the future. * <b>Eliminate the Fear Campaign</b> - In order to eliminate the fear of AP, students will have the opportunity to shadow a student in one of his/her AP classes. In addition to this, teachers of AP classes will visit and conduct mini lessons in lower ability classes as an example of RIGOR in AP. New students to AP courses will be given support in the form of an AP support group and mentor teacher. This group will allow students to share stressors, study tips, and survival strategies.	* <b>November/December 2015</b> : Departments will identify Springboard classes and create visualization maps for students to use at scheduling time. * <b>November/December/January 2015</b> : Departments will be provided sub days in order to complete Vertical alignment activities. * <b>January/May 2016</b> - Parent Empowerment Meetings * <b>December/January/June 2015/2016</b> - Eliminate the Fear Campaign * <b>August 2015 - June 2016</b> - AP Support Group	*ITLs, Department members, and Guidance for springboard ID *ITLs will organize Vertical Alignment Professional Development *Jamie Proctor and Cynthia Platou - AP Support Group	*Money for subs, AP testing materials,	*List of AP classes with appropriate springboard sublist. *AP registration numbers in January.	SIT will review progress at quarterly meetings.
Rigor	The number of 2015 graduating African American students enrolled in at least one AP course was 39 (34.8%).	*Importance of taking AP classes was not encouraged or communicated by staff or guardians. *Student lack confidence in themselves or would rather take a less rigorous course load their senior year in fear of getting lower grades. *Students and Parents are unaware of the benefits/importance of AP classes for college and career readiness, especially if this is the first student to go to college.	Increase number of African American students enrolling in at least one AP course by 3%.	* <b>Parent Outreach Program</b> - Staff will identify potential ability level risers in lower grades and ability level classes. Personal Phone calls home will be made in an effort to stress the importance of the class and the potential the students have to finding success with the more rigorous material. In addition to these phone calls home, invitations to special BSAP led events which focus on Mapping for the Future will be sent home. * <b>Who Am I? - A close look at today's AP student</b> - Staff development will be provided to staff focusing on the paradigm shift of students taking the AP in 2015/2016. * <b>Bridges to AP Mentor Program (Pilot)</b> - A select group of 10th grade African American students will be mentored through the process of selecting an 11th grade AP course. These students will have student and staff mentors, they will participate in a number of confidence building and self awareness activities and given added support through their first year in AP.	<b>November 2015</b> - Student Identification for Bridges to AP Mentor Program <b>December 2015/January 2016/May 2016</b> - Parent Outreach Program <b>December 2015</b> - PIP PD - A close look at today's AP student	*SIT/Guidance/Support Staff/BSAP Coordinator - Parent Outreach Program *Department teachers: generate lists of students to send invitations home *TDLs - PD for staff *Amie Jensen - Bridges to AP Program	*Time at Dept meeting, SIP data	*Potential student list and letters home. *Registration data in January.	SIT will review progress at quarterly meetings.
Rigor	Number of students scoring 3 or higher: 106 (36.3%)	*Teachers do not have time for adequate vertical and horizontal teaming. *Students do not get additional support needed outside of the classroom setting.	Increase the number of students earning a 3-5 or higher on AP exams by 3%.	<b>Department Vertical Alignment Professional Development Retreats</b> - Teachers from AP classes will provide sample assessments to teachers of prerequisite courses for use in those classes. Time will be allotted to view sample AP questions and generate similar learning opportunities for students in lower level and ability classrooms. As a result, students will be more familiar with the types of activities and rigor before entering an AP course. <b>AP study Support Group</b> - Students will meet twice a month to support each other and talk about stress, study strategies, and survival strategies. A mentor teacher will be given to each of these students as well. <b>Talk up the Test Platform</b> - Teachers and administrators will discuss the importance of taking the test while at the same time emphasizing that their assistance if money is an issue.	<b>August 2015</b> - AP Boot camp, getting ready for AP <b>September 2015 - June 2016</b> - AP Support Group <b>January 2016</b> - In advance of AP testing, study groups formed with regular meeting times. Teachers and administration will talk to class about taking the test. <b>November 2015</b> - January 2016 - Department Vertical Alignment	AP teachers, Department ITLs, Honor Society chairpersons	Structured meeting schedule, coverage at study sessions, time for teaming	*Practice exams scores used to inform review instruction	SIT will review progress at quarterly meetings.
Rigor	Number of African American students scoring a 3 or higher on AP exams: 15 (13.4%)	*Many students cannot afford to take the exam. Fee waivers are not effectively advertised; qualifying students are not identified. *Many students do not feel prepared to take the exam and are afraid to ask for help.	Increase the number of African American students scoring a 3 or higher on AP exams by 3%.	* <b>AP Support Group</b> - Students will be invited personally into the AP support Group. The focus of the group is test prep and study skills. * <b>Wilde Cat Time Check Ins</b> - BSAP led sessions (personal invitations sent prior) discussing the struggles and successes of being Black in AP. Students will be able to share experiences and form additional support groups. * <b>Staff Development</b> - Mindset Shift - Differentiating in AP and upper level classes - Teachers will gain resources and learn how to differentiate for the variety of ability groups within their AP class.	* <b>January 2016</b> : Study groups formed in advance of AP exams. * <b>November 2015 through June 2016</b> - Wilde Cat Time Check ins * <b>January 2016</b> - PIP PD Differentiating at all levels	Admin. and Guidance - Fee waiver discussions AP teachers/ITLs: study groups	SIP Data,	*List of students provided to guidance. *Registration data in January.	Quarterly grade review from Spring Board classes to identify students for Wilde Cat Challenge.

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Staff Engagement	Staff engagement on Gallup survey = 3.64 , 29% engaged.	*There are too many initiatives and expectations. Staff members lack the time, focus, and vision to implement. *Accomplishments are not shared with Administration because teachers are too busy. As a result, teachers don't get recognized when they should. *Teachers have a fixed mindset of their job descriptions; they do not see themselves represented in the plan. *Staff does not feel consistently supported or praised by administration, other staff, parents or students *PD is not differentiated to meet teachers where they are leaving many feeling they are getting what they already know and wasting their time.	Increase staff Engagement on Gallup survey by 0.1.	<b>*Teacher Feedback and Praise Initiative</b> - We want to provide multiple opportunities to give staff praise including, "Accomplishment tickets" which allows staff to praise each other and notify ITL and Administration; Monthly PD newsletter, which allows staff to submit staff recognition ideas; personalized notes from administration to staff, and the Praise Board which allows staff to praise each other for people to see. In addition, administration will discuss teacher accomplishments during mid-year and end-of-year evaluation, give feedback and praise and increase the number of informal visits into the classroom. Lastly, each month we will provide opportunities for parents and students to provide positive feedback to staff (twitter, website, Google surveys) <b>*Incorporate Strengths and Mindset</b> discussions will be incorporated into every staff meeting to keep staff talking about the positive aspects of themselves, their jobs, and to continue to be open to other viewpoints and perspectives. In addition, PD will be offered to ITLs on Strengths and Mindset so they can continue these necessary conversations in department meetings. Staff PD will also be offered in the form of monthly book talk discussions focusing conversations on the book <i>Mindset</i> by Carol Dweck. <b>*Teacher Choice PD</b> - TDL three prong approach to PD allows teachers more options each month and allows TDLs to differentiate for different learners and level of skill	<b>*January and June 2016</b> - Administration will use Mid year and End of Year Conferences to talk about individual teacher strengths and collect feedback from teachers <b>*August 2015 - June 2016</b> - Distribution of monthly Accomplishment Tickets will allow more positive feedback from multiple sources <b>*October 2015 - June 2016</b> - Distribution of monthly TDL PD Newsletter will allow teacher choice, giving an overview of the options available each month <b>*October 2015 - June 2016</b> - A calendar will be sent out monthly with the different PD options <b>*August 2015 - June 2016</b> - Monthly Staff and ITL meetings <b>*November 2015 - June 2016</b> - Monthly Parent/Student survey sent home providing parents and student to give positive feedback which will then be placed on the website and eschool newsletter	*Administration, TDL Team, ITLs	*Team building and trust building resources including activities focusing on Strength Finders and the book <i>Mindset</i> by Carol Dweck	*Gallup data. *Increase in HCEA satisfaction survey.	Monthly SIT Engagement Meetings to review staff feedback forms
Student Engagement	Student engagement on Gallup survey = 3.74, 37% engaged	*SIT is not inclusive enough to gain perspectives from all stakeholders, including students. *Students do not connect personally to course material, so they do not see the relevance in it to their lives. *Middle ground students do not receive praise and recognition for their accomplishments. *AP students are stressed and not receiving support to get through the rigorous course load *Not all students have individualized support nor do they have clearly identified post-graduation goals	Increase student engagement on Gallup survey by 0.2 bringing the grand mean from 3.74 to 3.94.	<b>*Differentiated Staff development:</b> cultural proficiency, relevance in lesson-planning, and mindset shift to effort-based praise rather than intelligence-based praise. <b>*Student Advisory Team</b> - In an effort to get more student feedback from a variety of students. A Student Advisory Team will meet quarterly to discuss school data and initiatives. This group will be facilitated by the student members of our SIT team. <b>*Bridges to AP Mentor Program</b> <b>*Student Scheduling - Mapping the Future Activities</b> - Create diagrams for "Springboard" courses and a plan for discussing college and career ready paths - This program will start with 9th grade students this year.	<b>*November 2015 - January 2016</b> - Monthly Wilde Cat time lessons on challenging yourself now to create the best future for yourself later <b>*By November 2015</b> we will have identified student SIT members representative of all student groups <b>*August 2015</b> AP Boot camp <b>*November 2015 - June 2016</b> - monthly AP student support meetings <b>*November 2015 - June 2016</b> - Monthly "Bridges to AP" mentorship meetings to discuss GPA, and successes and struggles - mentors will routinely stay in contact with families about support needed and to discuss important upcoming events <b>*August 2015 - June 2016</b> - Praise and recognition for all students will be on a regular basis including Student of the Month, Honor Roll, Rising Star, and AP Scholars <b>*November 2015</b> - PIP focused on rigor in the classroom and intelligence based praise and feedback	*Amie Jensen will develop Bridges to AP pilot mentor program. This pilot program will focus on building confidence in students helping them to see and plan for a greater future and supporting them as they take more rigorous classes. *Teachers, paraeducators, guidance counselors, liaisons, support staff, club and class sponsors will develop list of celebrations for submission. *TDL/ITLs for staff development on how to engage students in the classroom *Administration will organize monthly rewards for Honor Roll, Rising Star, and Perfect Attendance *Student members of Sit will work with SIT Chairs to facilitate quarterly discussions with a select group of students.	*Meeting times for clubs. *Time for celebrations, artistic resources for support. *Sample lessons, time for staff development meetings for focused Wilde Cat time presentations and how to recognize when your students are stressed	*List of celebrations with corresponding timelines. *Meeting resources developed. *Mid year and End of the year student survey regarding engagement based off the Gallup survey	Wilde Lake created survey results, monthly SIT meetings of Engagement sub committee , student and teacher feedback

