



## **ACIP**

# Enterprise High School

## Enterprise City Board of Education

1801 Boll Weevil Cir  
Enterprise, AL 36330-1399

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# Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The student population of Enterprise High School at present is 2187. The breakdown of the student demographics is as follows:

Grade level:

- 9th grade- 544 students
- 10th grade- 543 students
- 11th grade- 530 students
- 12th grade- 569 students

Ethnicity:

- American Indian- 19 students
- Asian- 57 students
- Black/African American- 495 students
- Multi Race- 69 students
- Native American- 6 students
- Not specified- 0 students
- Other- 0 students
- White- 1304 students
- Hispanic- 127 students

Gender:

- Female- 1086 students
- Males- 1101 students

Enterprise High School has a free and reduced population of approximately 36%. Enterprise High School employs 142.75 certified staff and 53 support staff.

Enterprise, Alabama is a city with a population of 27,772 (95% urban, 5% rural) in 2014; a growth of 31% since 2000. The median household income for those living in Enterprise is \$49,539, with a poverty level of 17%. Enterprise's location is adjacent to a major military base, FortRucker. This creates a constant flow of transient students into the school from all over the world, contributing to Enterprise High School's diverse population.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision: Empower individuals to develop the dispositions and skills to be passionate, productive, lifelong learners prepared to be successful in college, careers, and life.

Mission: Create a growth mindset culture focused on the ideal state of authentic student-centered learning and preparing learners for success in the global community.

We embody our vision and purpose by aspiring to reach the following goals:

- Empower learners to take ownership of their learning by constructing knowledge, self-assessing, and applying skills in authentic and engaging real-world 21st century learning experiences as they develop a deep understanding and mastery of standards.
- Provide opportunities for students to develop personalized career goals and employability skills aligned with their passion, academic ability, and personal interest and ensure that every student graduates with a credential, internship/apprenticeship or college credit.
- Ensure high impact instruction by fostering adult learning through systemic, continual, and intentional professional growth opportunities in individual, small, and whole group settings.
- Create safe, secure, and engaging learning environments for all students that are well-maintained, fully resourced, and encouraging of innovation.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

### Graduation Rate:

2011-2012 88%

2012-2013 94%

2013-2014 96%

2014-2015 96%

2015-2016 95%

### Increase in Pre-AP Courses (10) and Enrollment

Pre AP English 9, Pre AP Biology, Pre AP World History, Pre AP English 10, Pre AP Algebra II with Trigonometry, Pre AP Pre-Calculus, Pre-AP Chemistry, Pre AP Human Anatomy, Pre AP US History and Geography 10

### Increase in AP Courses (14) and Enrollment

AP Music Theory, AP Language/Composition, AP Literature/Composition, AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP US History, AP Government/Politics, AP Economics, AP Psychology, AP Computer Science

### Implementation of the Wiregrass Center for Information Technology

### Scholarship Earnings:

The Class of 2016 was offered \$9.9 million in scholarship money and accepted \$6.4 million in scholarships.

The Class of 2017 was offered \$11.2 million in scholarship money and accepted \$7.0 million in scholarships.

### Post Secondary Education:

Approximately 80% of the student body will continue their education, with 25% planning to begin at a two-year institution.

Over the next three years, we are continuing to strive to implement High Expectations; making use of student data to provide proper course placement based on ability. We are focused on motivating those students who show, based on data, they are capable, but for some reason may not be showing success in the classroom. Additionally, we are focused on offering courses that will peak a student's interest and provide them with post-secondary skills in a classroom beyond high school and/or the work force.



## Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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# Improvement Plan Stakeholder Involvement

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## Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

At EHS, we have a Principal's Leadership Team, composed of a cross section of our faculty and staff, as well as a Student Advisory Council, composed of 24 students that represent our population, selected to lead the school in the decision making process and in keeping with our system's vision and mission. Meetings are scheduled monthly on Monday's after school, or on collaborative professional development days, and can last any where from 45 minutes to an entire day. Surveys were conducted to gather information from the community, staff, and students regarding the school's climate, culture, and to determine areas of focus. Additionally, the building level principal meets with members of the Rotary Club, Career Tech Advisory Council, Lurleen B Wallace College, Enterprise State Community College, and community businesses to gather information from the community regarding student needs (for employment) and solicit feedback.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

A cross section of faculty members were selected by their peers to become a part of the Principal's Leadership Team, serving dually as the ACIP team, with members from each academic area represented. Additionally, counselors and support staff are included. Feedback and information is solicited by the team from the EHS Student Advisory Council, consisting of 24 students nominated by their teachers to serve. The community, faculty/staff, students and parents were involved in the process by providing information via survey, and through our Campus Cats program. Members of the community and parents were made aware of our efforts to solicit input via letters mailed by the USPS, website broadcasts, and all call broadcasts. Feedback from the community was provided through scheduled meeting the building level principal had with the Rotary club, Lion's Clubs, Career Tech Advisory Council, Lurleen B Wallace College, Enterprise State Community College, and community businesses.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The improvement plan in its revised state will be available following October 1 for communication to all stakeholders. It will be posted on the school website, and available on-site at person's request. Additionally, it will be reviewed, revised, and reposted as necessary to reflect updates. Agendas and sign-in sheets are made available to document the stakeholders' involvements. Finally, it will be presented to the community in various formats through Rotary Club, Lion's Club, Career Tech Advisory Council and various business partnerships in which the principal and team are involved.

# Student Performance Diagnostic

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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## Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see the attached Student Needs Assessments as used to compare student performance from year to year. All assessments are given to fidelity as outlined by assessment and ALSDE guidelines.	EHS Student Needs Assessment 2014 EHS Student Needs Assessment 2015 EHS Student Needs Assessment 2016 EHS Student Needs Assessment 2017

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## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2



## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

According to the ACT plus Writing Assessment results, the following areas were above the state average, based on the 2017 graduating class:

- English
- Mathematics
- Reading
- Science
- Composite

Additionally, according to the ACT plus Writing Assessment results, the school exceeded the state benchmark percentage in the following areas:

- English
- Mathematics
- Reading
- Science
- All Four

According to the Alabama Accountability Web Portal, the following areas are above the Alabama Cohort Graduation Rate averages:

- EHS Graduation Rate for 2011-2012 (88%) versus Alabama Graduation Rate of 75%
- EHS Graduation Rate for 2012-2013 (94%) versus Alabama Graduation Rate of 80%
- EHS Graduation Rate for 2013-2014 (96%) versus Alabama Graduation Rate of 86%
- EHS Graduation Rate for 2014-2015 (96%) versus Alabama Graduation Rate of 89%
- EHS Graduation Rate for 2015-2016 (95%) versus Alabama Graduation Rate of 87%

### Describe the area(s) that show a positive trend in performance.

According to the Alabama Accountability Web Portal, the following areas are above the Alabama Cohort Graduation Rate averages:

- EHS Graduation Rate for 2011-2012 (88%) versus Alabama Graduation Rate of 75%
- EHS Graduation Rate for 2012-2013 (94%) versus Alabama Graduation Rate of 80%
- EHS Graduation Rate for 2013-2014 (96%) versus Alabama Graduation Rate of 86%
- EHS Graduation Rate for 2014-2015 (96%) versus Alabama Graduation Rate of 89%
- EHS Graduation Rate for 2015-2016 (95%) versus Alabama Graduation Rate of 87%

- Black/African American Graduation Rate for 2011-2012: 79%

- Black/African American Graduation Rate for 2012-2013: 93%
- Black/African American Graduation Rate for 2013-2014: 93%
- Black/African American Graduation Rate for 2014-2015: not available
- Black/African American Graduation Rate for 2015-2016: 94%

**Which area(s) indicate the overall highest performance?**

According to the ACT plus Writing, students scored as follows:

- English: 19.05
- Math: 18.9
- Reading: 19.76
- Science: 19.63

The percentage of students benchmarking according to the ACT plus Writing is as follows:

- English: 56%
- Math: 27%
- Reading: 35%
- Science: 31%

Based on the above information, it is concluded that our highest performance areas are English, Science, and Reading

**Which subgroup(s) show a trend toward increasing performance?**

According to the ACT plus Writing, the Special Education subgroup showed increased performance in the following areas:

- Science 2014: 13.3
- Science 2015: 14
- Science 2016: 14.9
- Science 2017: 17
  
- Math 2014: 14.41
- Math 2015: 14.5
- Math 2016: 15
- Math 2017: 15.1

According to the Alabama Accountability Web Portal, the following group showed increased performance from 2011-2012 through 2015-2016:

- Black/African American Graduation Rate for 2011-2012: 79%
- Black/African American Graduation Rate for 2012-2013: 93%

- Black/African American Graduation Rate for 2013-2014: 93%
- Black/African American Graduation Rate for 2014-2015: not available
- Black/African American Graduation Rate for 2015-2016: 94%

**Between which subgroups is the achievement gap closing?**

According to the ACT plus Writing, the gap between all students and the Special Education population shows a trending decrease in the areas of :

- Mathematics
- Science

**Which of the above reported findings are consistent with findings from other data sources?**

It should be noted that with the transition to ACT based assessments state-wide, our data gathering process is still in its beginning stages, and has made it difficult to determine trends. Data sources that were reviewed by the stakeholders were as follows:

- ACT plus Writing: Spring 2014, 2015, 2016 and 2017
- ACT ASPIRE: Spring 2016 and 2017
- Alabama Accountability Web Portal
- PSAT: Fall 2014, 2015 and 2016
- ACT Work Keys: 2015, 2016 and 2017
- ACCESS: 2013, 2014, 2015, 2016 and 2017
- Formative data through the use of Renaissance Learning's STAR program

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

According to the ACT plus Writing, the following areas had overall average scores lower than the ACT benchmark:

- Mathematics: 18.9 (benchmark is 22)
- Reading: 19.76 (benchmark is 22)
- Science: 19.63 (benchmark is 23)

Based on the above information, math is severely below the expected level of performance.

### Describe the area(s) that show a negative trend in performance.

Based on the ACT plus Writing, there are no areas showing a negative trend. The ACT ASPIRE was given to 10th graders this year only for the second time, therefore no trend data was available. Trend data is very limited due to the lack of continuity of assessments by the state of Alabama.

### Which area(s) indicate the overall lowest performance?

According to the ACT plus Writing, the following areas had overall average scores lower than the ACT benchmark:

- Mathematics: 18.9 (benchmark is 22)
- Reading: 19.76 (benchmark is 22)
- Science: 19.63 (benchmark is 23)

Based on the above information, math is severely below the expected level of performance.

### Which subgroup(s) show a trend toward decreasing performance?

Based on the ACT plus Writing, there are no areas showing a negative trend. The ACT ASPIRE was given to 10th graders this year for only the second time, therefore no trend data was available. Trend data is very limited due to the introduction of new assessments by the state of Alabama.

### Between which subgroups is the achievement gap becoming greater?

According to the ACT plus Writing, the achievement gap between all students and Special Education students increased slightly in the area  
SY 2017-2018

of reading.

**Which of the above reported findings are consistent with findings from other data sources?**

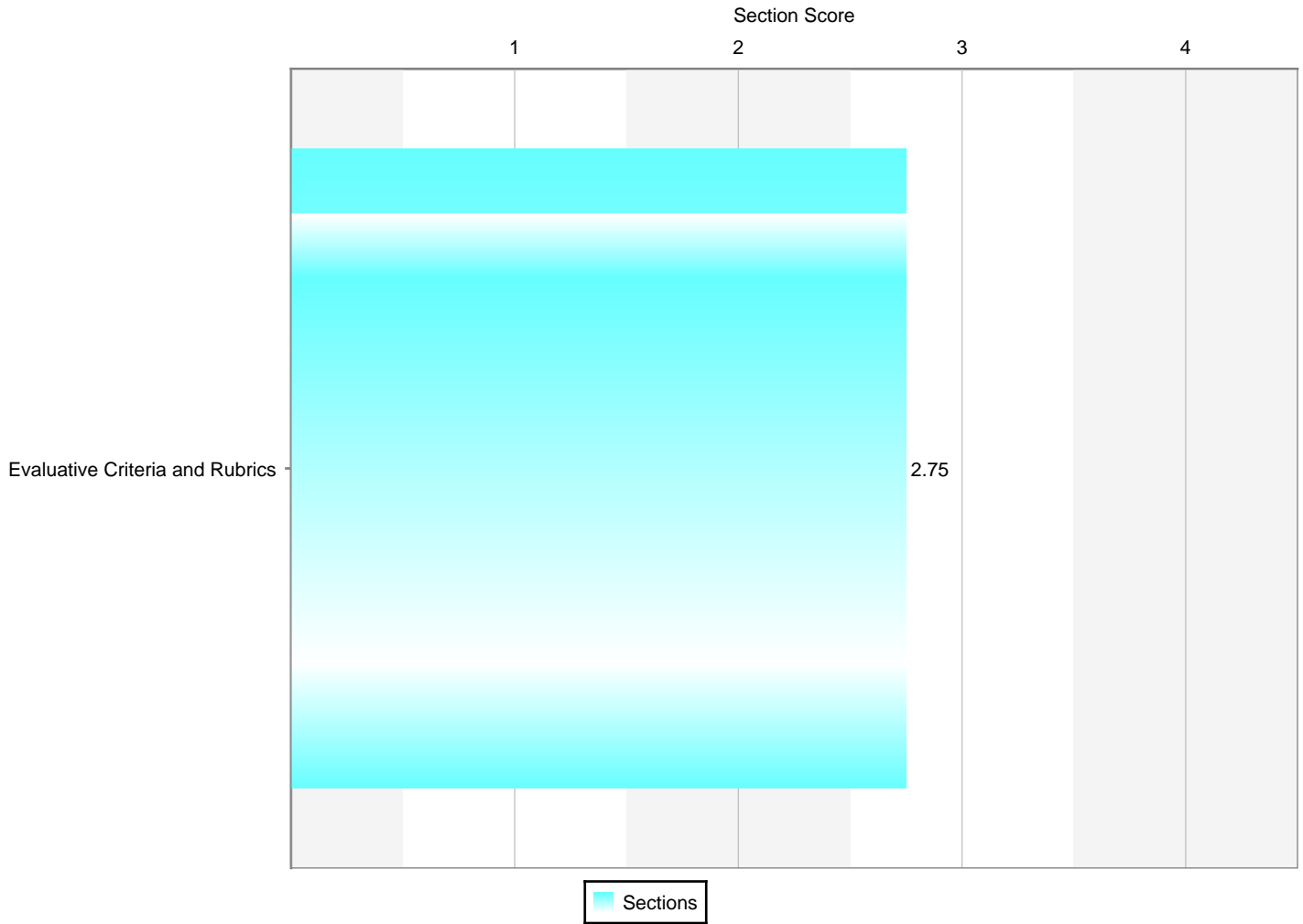
It should be noted that with the transition to ACT based assessments state-wide, our data gathering process is still in its beginning stages, and has made it difficult to determine trends. Data sources that were reviewed by the stakeholders were as follows:

- ACT plus Writing: Spring 2014, 2015, 2016 and 2017
- ACT ASPIRE: Spring 2016 and 2017
- Alabama Accountability Web Portal
- PSAT: Fall 2014, 2015 and 2016
- ACT Work Keys: 2015, 2016 and 2017
- ACCESS: 2013, 2014, 2015, 2016 and 2017
- Formative data through the use of Renaissance Learning's STAR Program

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## Report Summary

### Scores By Section



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## 2017-2018 ACIP Assurances

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## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

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## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Enterprise City Schools LEA Assurance

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		ECS Non-discrimination Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		ECS Non-discrimination Statement

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		ECS Parent and Family Engagement Plan 2017-2018

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	EHS is not a Title I School.	

# 2017-2018 PLAN

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## Overview

### Plan Name

2017-2018 PLAN

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	PROFESSIONAL DEVELOPMENT: Participate in meaningful professional development in order to maximize students' depth of knowledge within content standards taught.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	READING: Increase student growth in the area of reading	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$17400
3	CULTURE: Increase the level of positive school culture	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	MATH: Increase student growth in the area of mathematics	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0

## Goal 1: PROFESSIONAL DEVELOPMENT: Participate in meaningful professional development in order to maximize students' depth of knowledge within content standards taught.

### Measurable Objective 1:

collaborate to break down state content standards, in order to ensure that teachers are creating instructional activities that are rigorous and challenging enough for the students to demonstrate the highest level of learning by 05/25/2018 as measured by evidence in Educate Alabama.

### Strategy 1:

Increase Level of Student Work - Professional development, department walks, and debriefing sessions will be implemented in order to increase the level of student work. Professional development sessions will focus on depth of knowledge training, the development of power standards, and the implementation of pacing guides. Department walks will help the faculty learn and understand the different levels of student work and why it is important that students learn their standards to the highest depth of knowledge. Debriefing sessions will allow the opportunity to talk about what was seen and learn research based strategies that can be implemented to create instructional activities that are rigorous and challenging enough to demonstrate a maximum level of knowledge.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dougherty, E. (2012). Assignments Matter: Making the Connections that Help Students Meet Standards. ASCD: Virginia.

Zwiers, J. and Crawford, M. (2011). Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understanding. Stenhouse: Maine.

Schmoker, M. (2011). Focus: Evaluating the Essentials to Radically Improve Student Learning. ASCD: Virginia.

Wiggins, G. and McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD: Virginia.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in meaningful professional development provided by the school and district. In some cases, staff development will take place based on need and topic.	Professional Learning	08/04/2016	05/25/2018	\$0	No Funding Required	Administration, Central Office Staff, Teachers
Activity - Department Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity to participate in two department walks throughout the school year. These department walks will be purposefully planned and will include a debriefing session so teachers can develop and implement strategies learned on the department walk.	Professional Learning	08/04/2017	05/25/2018	\$0	No Funding Required	Central Office, Administration, Teachers
Activity - Debriefing Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

EHS faculty will participate in debriefing sessions following department walks. The sessions will be focused on what was witnessed in the classrooms, and what is and is not considered maximum depth of student knowledge and demonstration of that knowledge through student work.	Professional Learning	08/04/2017	05/25/2018	\$0	No Funding Required	Administration , Central Office, Teachers
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## Goal 2: READING: Increase student growth in the area of reading

### Measurable Objective 1:

increase student growth from a composite score of 19.76 to a composite score of 20 by 05/25/2018 as measured by the reading portion of the ACT plus Writing assessment administered in April of 2018.

### Strategy 1:

ACT Prep during Flex Block - All 10th and 11th grade students will undergo structured, purposeful and content specific ACT prep for 38 minutes, twice a week until the test is given. Students will rotate every five weeks in the areas of the test (reading, English, math, science).

Category: Develop/Implement Learning Supports

Research Cited: <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-online-prep.html>

Activity - ACT Prep Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all four core content areas will meet to discuss the pacing, and levels of which the prep will be administered. The student groups will be ability grouped by composite scores on the ACT ASPIRE taken in the 2016-2017 school year. Every five weeks, the students will rotate to different classes focusing on the four measured areas of the ACT. Teachers will develop the test prep based upon the level of which the students are grouped and build on identified weaknesses and strengths.	Professional Learning, Academic Support Program	09/05/2017	05/25/2018	\$0	No Funding Required	Administration , Teachers
Activity - ACT Prep Online	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all core content areas will implement a blended model of instruction in which two different on line ACT Prep services are utilized within the rotation cycle of ACT prep. Students will be provided with state funded ACT Prep online access. Teachers will blend this along with a locally funded prep service named John Baylor Test Prep. Both prep formats are online and the teacher will use such services in a blended method to enhance or reteach concepts as well as introduce new material through teacher instruction.	Academic Support Program, Direct Instruction	09/05/2017	05/25/2018	\$17400	Title I Part D	Teachers, Administration

## Goal 3: CULTURE: Increase the level of positive school culture

**Measurable Objective 1:**

collaborate to increase the level of positive school culture by allowing greater teacher autonomy in regards to Professional Development within departments by 05/25/2018 as measured by EHS AdvancED Professional Development Survey.

**Strategy 1:**

Departmental Autonomy - Based on previous surveys, and feedback from teachers, teachers are wanting to be more involved in determining the needs of their department. Additionally, they want to have protected, productive time set aside during PD days to work on specific needs. This strategy will involve communication amongst administration and departments in order to maintain overall focus of goals, address PD needs, and protect PD time. As a result, we believe that our school culture will become stronger and more positive.

Category: Develop/Implement Student and School Culture Program

Research Cited: Garvin, N. M. (2007). Teacher autonomy: Distinguishing perceptions by school cultural characteristics. University of Pennsylvania:

<http://repository.upenn.edu/dissertations/AAI3255863/index.html>

Activity - Departmental Meetings/PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmental meetings and professional development will occur on a regular basis as determine by the department and administration collaboratively. This meeting and/or PD time will be fiercely protected by administration to give teachers the time they need to meet, plan, learn and work collaboratively to reach their goals.	Professional Learning	08/04/2017	05/25/2018	\$0	No Funding Required	Administration , Teachers

**Goal 4: MATH: Increase student growth in the area of mathematics****Measurable Objective 1:**

increase student growth of those 11th grade students who attain a score of 28 or higher by 25% by 05/25/2018 as measured by the mathematics portion of the ACT plus Writing assessment administered in April of 2018..

**Strategy 1:**

ACT Prep - ACT Prep- Students will be grouped for ACT prep during flex block based on need and ACT ASPIRE predictor scores. Instruction will be provided by certified math teachers and math specialists.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.act.org/content/act/en/products-and-services/the-act/scores/how-schools-use-the-act.html>

Activity - ACT Prep During Flex Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Enterprise High School

Students will be grouped based on need and ACT predictor score for direct instruction during Flex Block. ACT protected instructional time will occur for 30 minutes twice weekly throughout the school year. Students will be taught by certified math teachers and math specialists.	Academic Support Program, Direct Instruction	09/05/2017	05/25/2018	\$0	No Funding Required	Administration , Math Teachers
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**Measurable Objective 2:**

increase student growth from 27% at benchmark to 31% at benchmark by 05/25/2018 as measured by the mathematics portion of the ACT plus Writing assessment administered in April of 2018.

**Strategy 1:**

Resource Utilization - EHS will strive to secure and better utilize research based strategies and resources proven to be effective at increasing mathematical skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html>

<http://www.nctm.org/Standards-and-Positions/Position-Statements/The-Role-of-Elementary-Mathematics-Specialists-in-the-Teaching-and-Learning-of-Mathematics/>

John Baylor (2017, July). [johnbaylorprep.com/](http://johnbaylorprep.com/)

Activity - ACT Prep Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize resources proven to increase student learning as measure by ACT plus Writing, such as ACT Prep Online, John Baylor Prep, ACT Red Books, and Preparing to take the ACT provided for 10th and 11th graders.	Academic Support Program, Direct Instruction	09/05/2017	05/25/2018	\$0	No Funding Required	Administration , Teachers

Activity - Math Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The addition of a math specialist to the faculty at EHS, where the teachers and students will benefit from extra support in the area of mathematics.	Professional Learning, Academic Support Program, Direct Instruction	08/04/2017	05/25/2018	\$0	No Funding Required	Administration , Math Specialist, Teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Prep During Flex Block	Students will be grouped based on need and ACT predictor score for direct instruction during Flex Block. ACT protected instructional time will occur for 30 minutes twice weekly throughout the school year. Students will be taught by certified math teachers and math specialists.	Academic Support Program, Direct Instruction	09/05/2017	05/25/2018	\$0	Administration, Math Teachers
ACT Prep Collaboration	Teachers from all four core content areas will meet to discuss the pacing, and levels of which the prep will be administered. The student groups will be ability grouped by composite scores on the ACT ASPIRE taken in the 2016-2017 school year. Every five weeks, the students will rotate to different classes focusing on the four measured areas of the ACT. Teachers will develop the test prep based upon the level of which the students are grouped and build on identified weaknesses and strengths.	Professional Learning, Academic Support Program	09/05/2017	05/25/2018	\$0	Administration, Teachers
Department Walks	Teachers will be given the opportunity to participate in two department walks throughout the school year. These department walks will be purposefully planned and will include a debriefing session so teachers can develop and implement strategies learned on the department walk.	Professional Learning	08/04/2017	05/25/2018	\$0	Central Office, Administration, Teachers
Debriefing Sessions	EHS faculty will participate in debriefing sessions following department walks. The sessions will be focused on what was witnessed in the classrooms, and what is and is not considered maximum depth of student knowledge and demonstration of that knowledge through student work.	Professional Learning	08/04/2017	05/25/2018	\$0	Administration, Central Office, Teachers
Professional Development	Teachers will participate in meaningful professional development provided by the school and district. In some cases, staff development will take place based on need and topic.	Professional Learning	08/04/2016	05/25/2018	\$0	Administration, Central Office Staff, Teachers
ACT Prep Resources	Teachers will utilize resources proven to increase student learning as measure by ACT plus Writing, such as ACT Prep Online, John Baylor Prep, ACT Red Books, and Preparing to take the ACT provided for 10th and 11th graders.	Academic Support Program, Direct Instruction	09/05/2017	05/25/2018	\$0	Administration, Teachers

**ACIP**

Enterprise High School

Math Specialist	The addition of a math specialist to the faculty at EHS, where the teachers and students will benefit from extra support in the area of mathematics.	Professional Learning, Academic Support Program, Direct Instruction	08/04/2017	05/25/2018	\$0	Administration, Math Specialist, Teachers
Departmental Meetings/PD	Departmental meetings and professional development will occur on a regular basis as determine by the department and administration collaboratively. This meeting and/or PD time will be fiercely protected by administration to give teachers the time they need to meet, plan, learn and work collaboratively to reach their goals.	Professional Learning	08/04/2017	05/25/2018	\$0	Administration, Teachers
<b>Total</b>					\$0	

**Title I Part D**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Prep Online	Teachers from all core content areas will implement a blended model of instruction in which two different on line ACT Prep services are utilized within the rotation cycle of ACT prep. Students will be provided with state funded ACT Prep online access. Teachers will blend this along with a locally funded prep service named John Baylor Test Prep. Both prep formats are online and the teacher will use such services in a blended method to enhance or reteach concepts as well as introduce new material through teacher instruction.	Academic Support Program, Direct Instruction	09/05/2017	05/25/2018	\$17400	Teachers, Administration
<b>Total</b>					\$17400	