

**Gilbert Classical Academy
Continuous Improvement Plan
2016-2017**

GCA Science SMART Goal: By May of the 2016-2017 school year, science proficiency rates will increase by 15% in all grade levels within the Arizona State Standards as measured by District ATI pre/post assessments for grades 7-9 (as measured by baseline data and post assessment data) and an increase of between 1 and 3% on AIMS science for grades 8 and 9.

School SMART Goal Reading: Students will be able to identify the main idea of non-fiction texts and locate where in the assigned readings the main idea is supported. AZMerit reading scores will increase by 5%. Student participation in National AP Exams will maintain or improve by 2%-5% per course over 2015-16.

School SMART Goal Writing: Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. AZMerit writing scores will increase by 5%. Students participation in National AP Exams will maintain or improve by 2-5% per course over 2015-16.

School SMART Goal Math: . Students will persevere in problem solving, construct viable arguments, and be able to explain solutions. By May of the 2016-2017 school year, students in grades 8-10 will demonstrate 90% proficiency in math as measured by AZMerit and/or the growth from BOY to EOY score of 20 percentage points.

STRATEGY 1: School Leadership

Action Step 1: The Administration serves as the leadership to the school and at related events. As the instructional leader, the Administration supports the District and school vision. The Administration collaborates with the school community to develop a culture of caring and respect.

Action Step 2: The Administration requires standards-based instruction using research based best practices that expect the success criteria to show rigorous, standards based instruction.

The Administration collaborates with District Directors and other staff to incorporate writing and reading through professional development and implementation in the classroom.

STRATEGY 2: Strengthen instruction for all students

Action Step 1: Teachers will plan and execute AZCCR standards based lessons with focused targets that can be assessed on a continuous basis. Informative Assessment training will aid in the ongoing, everyday assessment of students obtaining targets.

Action Step 2: Bi-monthly department PLC's are held to discuss strategies for furthering ELA Literacy and writing goals, as well as Mathematics goal. Teachers also discuss how to promote cross curricular learning in their monthly grade level meeting.

Action Step 3: Teachers will use the data cycle to monitor learning of target areas throughout the year. Through ongoing progress monitoring of individual student and class growth or regression in each content area, teachers develop and implement learning activities to challenge, refine, or remediate based on student need. Throughout the cycle, teachers provide timely, specific, and corrective feedback to students. Review of AzMERIT data will allow for modifications and next steps.

STRATEGY 3: Intervention programs for struggling students

Action Step 1: Teachers identify at risk students and require they attend mandatory interventions during weekly office hours. Math and Science have priority on Monday and Wednesday. English, Language, and History have priority on Tuesday and Thursday.

Action Step 2: In monthly PLCs, grade level teachers discuss at risk students and come up with a strategic plan to address needs of identified students.

Action Step 3: Utilize peer tutoring program to help students in the area where they struggle. GCA Sophomores through Seniors, National Latin Honor Society, Mu Alpha Theta, and NHS/NJHS may earn service hours.

STRATEGY 4: Data driven decision-making

Action Step 1: Systematic assessment and data collection processes ensure data-driven decision-making within a continuous data cycle, including establishing aggressive goals for student growth prior to instruction and assessment; administering District assessments according to the published assessment calendar; analyzing results and adjusting instruction accordingly; and monitoring key schoolwide and course goals at least monthly.

Action Step 2: The Principal and teachers meet in September to review state (AzMERIT when available) and District assessment data in order to identify trends and areas of strength and weakness by course/content areas. Content teachers meet for a deeper analysis of scores. Grade level/like course teams share findings horizontally and vertically to plan lessons that meet the needs of students and subgroups of students through appropriate differentiation strategies.

Action Step 3: Assessment data is collected by teachers. Accurate data records include specifying students with intensive needs by grade, amount of weekly intervention time, assessment dates, data results determine continued services. School goal information collected in PLC.

STRATEGY 5: Additional resources (social work/guidance counselor and resources, parent engagement, volunteering, transition from K-1, 6-7, 8-9, 12-college/career readiness)

Action Step 1: Counselors visit classrooms and conference with students to develop a portfolio to present to prospective colleges and scholarship opportunities.

Action Step 2. Behavioral health team identifies and gives support to student who are having emotional, social and academic struggles.

Action Step 3: Staff and parents identify opportunities for parent volunteering to support daily operations, clubs, or sports.

Action Step 4: Colleges, Community members, and parents share opportunities in college and careers.

STRATEGY 6: Program development (who was involved in the CIP development), implementation (responsible parties and how was implementation achieved), and evaluation (what is the site evaluation process)

Action Step 1: Epics Service Learning is the solution to wanting to bring STEM to GCA and not being to fit it in our schedule. Purdue created a STEM service learning opportunity that fits in our schedule perfectly. We have now expanded to two 11th grade classes and one 12th grade class. Erik Gillman and Marcia Kalkman are a perfect fit to drive the program.

Action Step 2: Spartan time mentoring and ambassador program is where we teach younger students how to handle the stress and expectations of GCA. Maureen Barnabas, Karen Maas, and Kimberly Swartz are the driving force behind these programs.

Action Step 3: Specific Agendas for PLC - Our committee is monitoring data and insights brought up by PLC's so we can use data to focus discussions each week. There is freedom to discuss pertinent issues, but stay focused on a target.