**English/Reading**

**30-Day Plan**

Writing-The ELA Department will administer and analyze second On-Demand writing prompt and responses. Report results to Board of Education in January. Make action plan based on analysis of ODW #2. Comparison with ODW Prompt #1. Identify students with no growth between ODW prompts and create individualized instruction for those students. Exchange student writing portfolios January 4th.

Reading- (ACT)-The English III teachers will incorporate practice timed passages in the Spring semester to help address reading skill concerns and timing for the test.  When we identify students with intervention needs, we will transfer them into a Study Zone that can help with those needs.

Reading (9th and 10th)- The English Department will develop a diagnostic assessment through Study Island to determine our intervention needs.

**60-Day Plan**

The ELA Department will create calendar and set up Study Island schedule/assessments/lessons for 9th and 10th grade for Spring testing. Also create Study Island schedule/assessments/lessons for 11th grade ACT testing in March. Analyze results and create individualized intervention where needed.

Reading- (ACT)-Student identified needing additional assistance will be placed in an RTI Study Zone.

Reading (9th and 10th)- The ELA Department will create an Intervention Study Zone Course Designed to prepare students for their EOC assessment for English II.

**90-Day Plan**

Writing-The ELA Department will complete writing portfolios for every student. Analyze last ODW prompt practice to prepare for ODW test in the Spring.

Reading- (ACT)- Students failing to meet benchmark in Reading on the ACT will be recommended for placement in the Senior Level RTI Study Zone class for the 2017-2018 school year.

Reading (9th and 10th)- The ELA Department will update curriculum documents based on diagnostic data for the 2017-2018 school year.

**Math**

**30-Day Plan**

The Math Department will create an assessment in order to determine what students should be placed in RtI study zone classes second semester. As a department, we will work together to analyze the assessment scores to determine the appropriate placement of students in the class.

**60-Day Plan**

The Math Department will work together to determine the most appropriate curriculum to teach in the RtI study zone class. We will create assignments on Study Island to implement within the study zone class time.

**90-Day Plan**

The Math Department will use Study Island to ensure that every Algebra 2 student has appropriate exposure to the types of questions that are expected to appear on the EOC (word problems, partially solved problems, using data to make predictions, etc.) This will be accomplished through a Study Island assessment for each unit of study in the Algebra 2 curriculum, administered using the new Chromebooks, from January through testing window.  Students will have opportunities not only to take assessments, but to also do self-analysis of the problems they need to work on.

**Social Studies**

**30-Day Plan**

The Social Studies Department will use and incorporate Study Island into weekly instruction through review and assessment

**60-Day Plan**

The Social Studies Department will use TACOS (Time, Action, Caption, Objects, Summary) to teach image analysis to our students.  (Political Cartoons, Graphs, Charts, Maps, etc...)

**90-Day Plan**

The Social Studies Department will revise and edit Curriculum, Pacing Guides and Alignment.

**Science**

**30-Day Plan:**

The science department will work toward developing the scope and sequence of science classes for the 2017-2018 school year. Also, we will develop an incentive program for students to use Study Island to study for their 2016-2017 Biology EOC.

**60-Day Plan:**

The science department will implement the incentive program to get students to use Study Island to study for their Biology EOC. The Integrated Science II teacher will use Study Island in classes to help students review for their Biology EOC.

**90-Day Plan:**

The science department will work with the eighth grade science teacher on vertical alignment. During the course of this vertical alignment, we will divide both the middle school’s eighth grade Next Generation Science Standards and the high school’s Next Generation Science Standards among the courses taught at the high school and eighth grade level. We will begin development of unit plans.

**Program Review Areas**

**30-Day Plan**

All Program Review Area Teachers will review the Updated Rubrics and Prepare for our First Scoring.

**60-Day Plan**

All Program Review Area Teachers will update their curriculum documents to meet the specifications of the updated rubrics; newly adopted standards; and/or Program Review Improvement Plan.

**90-Day Plan**

All Program Review Area Teachers will update their curriculum documents to meet the specifications of the updated rubrics; newly adopted standards; and/or the 2017 Program Review report.

**CTE**

**30-Day Plan**

BCHS will conduct a Mock Testing KOSSA event for all students that qualify to take the assessment. This event will indicate the students that need additional assistance to be successful on this exam, including the areas of strength and need. CTE will create 25 questions from their content area for the mock assessment. CTE teachers will ensure that their students have participated in an on-line sample KOSSA test to prepare them for the actual assessment.

All CTE teachers will create and post a visual display providing information about their pathways offered in their department. This display will provide the following: classes needed to be a completer; industry certification offered; KOSSA assessment; and future career options.

**60-Day Plan**

All CTE departments will develop and revise all instructional units to include all KOSSA students. All CTE departments will develop and implement a "Soft Skills" unit focusing on content tested on all KOSSA

assessments.

Each CTE department will create a survey for their existing and future students to obtain a better understanding of the career pathways that our students are interested in pursuing. This information will be utilized for our College and Career Fair, Operation Preparation, Updating and Redesigning our Current Career Pathways, and Updating and Redesigning our current course offerings.

**90-Day Plan**

All CTE teachers will design a recruitment presentation aimed towards incoming freshmen to encourage participating in their programs. This presentation will be given during our annual 8th grade high school visit.