**Safford High School**

**School Improvement Plan**



2015-2018 School Years

School Improvement Plan

For

Safford High School

**School Profile**

Safford High School is a grade nine through twelve public school. We are located 1400 W. Bulldog Blvd. in Safford, Arizona. We serve children who primarily live in the city of Safford as well as students who life in Solomon, Arizona. Safford High School has been educating students since 1915. We have been accredited by the NCA/Advanced Ed since 1920.

Over the past three years, Safford High School has adopted several changes that have enhanced and strengthened our school and most importantly our students. These include:

1. The creation of a tardy sweep room which was enacted and implemented in the 2011-2012 school year. This program has greatly reduced the tardy problem which was plaguing our school.
2. We created a monthly writing prompt which was completed in each classroom. Our goal was to increase our AIMS writing and reading scores to 85% of students meeting the standard in these areas. In the 13-14 school years we had 86% of students meet or exceed in writing and 88% of students meet or exceed in reading. Since the removal of the AIMS test, we do not have any standardized testing data available after this school year.
3. The creation of a school profile which gives pertinent information to all stakeholders of the school.

Safford High School currently faces many challenges. The challenges include:

1. Having a reliable and valid standardized benchmark assessment program in place in all areas which provide assessment data to teachers, students and parents.
2. A standardized grading system which is known by students and consistent in all classrooms.
3. A working and comprehensive curriculum in place in each academic area.
4. An increase in the number of ineligible and off track students (off track students are defined as students who are lacking the sufficient number of credits to graduate on time.)

Mission Statement

Learning Today, Leading Tomorrow

Vision Statement

All Students will be contributing and responsible citizens by:

* Communicating effectively with others
* Demonstrating appropriate social, leadership and decision making skills in working with others
* Using a variety of methods to identify and solve problems
* Having a high self-esteem
* Acquiring and practicing values that include: high expectations, strong work ethics, respect, concern for others and honesty
* Being physically and emotionally fit
* Desiring to be life-long learners

**Goal 1:** By May, 2016, the number of students on the ineligible list will decrease by 7% compared to May 2015.

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| Strategies/Actions | Time | Staff Responsible | Resources Needed | Indicators of Success |
| **Strategy 1:**Add a teacher advocate program |  |  |  |  |
| **Action:***Students will be assigned to a homeroom which will meet every three weeks. Teachers will review student progress in all areas.* | Start of 2015 School year to completion of 2016 school year | All teachers | None | A decrease of the percentage of students on the eligibility list from the previous year of at least 7%. |
| **Strategy 2:**Establish a common grading system used in all classrooms | Start of 2015 School year to completion of 2016 school year. | All teachers | None |  |
| **Action:***Each teacher will use a straight points system, with 85 percent of the student’s grade being points and 15 percent being a final exam.* | Start of 2015 School year to completion of 2016 school year | All teachers | None | A decrease of the percentage of students on the eligibility list from the previous year of at least 7%. |
| **Strategy 3:**Offer incentives for students to excel in the classroom. | Start of 2015 School year to completion of 2016 school year. | All teachers | None |  |
| **Action:***Students who receive an A in their semester classwork will be exempt from taking final exams (however, weighted courses must give a final exam.* | Start of 2015 School year to completion of 2016 school year. | All teachers | None | An increase of 5% in the total number of A’s students earn per semester. |
| **Strategy 4:**Implement a systematic and consistent review of grading practices in each classroom. |  |  |  |  |
| **Action:***School administration will review grading practices with each staff member regularly and will conduct gradebook checks to ensure policy is being followed every three weeks to coincide with eligibility checks.* | Start of 2015 school year to completion of 2016 school year. | Rich DeRidder, Tory Leitzkie | None | 100% compliance with school grading policy |

**Goal 2:** By October, 2015, Safford High School will develop and implement a sustainable data collection and analysis process that will be used to guide school improvement efforts and will be administered in 100 percent of classrooms.

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| Strategies/Actions | Time | Staff Responsible | Resources Needed | Indicators of Success |
| **Strategy 1:**Develop and document a sustainable data collection and analysis process. | August 2015 to May 2016 |  |  |  |
| **Action:***Develop a calendar outlining when and what assessments are given* | September 2015 | Tom Cornelius | School Calendar | Completed and Shared via Google Doc to entire staff by October 5th |
| **Action:***Create tests to be used in the assessment program, with a purpose of each and how the results will be used.* | First Semester Completed by September 30, 2015.Second Semester Completed by February 15,2016 | Department Heads | Examples of Properly Formatted Benchmark Assessments  | 100 percent of school departments have working benchmarks in place by September and February |
| **Strategy 2:***Create a system for gathering, recording, analyzing and publishing benchmark assessment results*  | Completed by August 31, 2015.  | Tom Cornelius  | Googledocs | Recording benchmark spreadsheet shared with staff by August 31, 2015 (Complete)  |
| **Action** *Publish Assessment Results*  | Quarterly  | All | Googledoc | 100 percent of staff scores documented by due date from Calendar |
| **Action** *Schedule data review and analysis meetings*  | Within one week of benchmark scores due date per department  | All  | Googledoc | 100 percent of departments met and analyzed data and reported results/ideas to principal |
| **Action** *Create strategies for addressing areas of weakness in student achievement (re-teaching opportunities, tutoring, homeroom help)* | Within one week of benchmark scores due date per department | All | Googledoc | 100 percent of departments have analyzed data and implemented student achievement improvement strategies.  |
| **Strategy 3***Provide staff training in the collection, analyzing and use of data* | As needed throughout 15-16 school year |  |  |  |
| **Strategy 4***Schedule an end of the year review of the Benchmark Program*  | Final Staff meeting in 2016 | All |  |  |
| **Action** *Determine what worked and what didn’t work and adjust for 16-17 school year* |  |  |  |  |

Goal 3: By May, 2016, Safford High School will have a written curriculum in place for 100 percent of classes offered.

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| Strategies/Actions | Time | Staff Responsible | Resources Needed | Indicators of Success |
| **Strategy 1:**Create first semester Curriculums  |  |  |  |  |
| **Action:***Teachers will be given a day to work with their departments to create the first semester curriculum*  | September 2015Sept. 2: Math Sept. 8: EnglishSept. 9: ScienceSept. 10: Foreign Language and Social Studies.  | All teachers | None | 100 percent completion of first semester curriculums in Mr. Cornelius’ possession.  |
| **Strategy 2:**Create second semester curriculums  |  | All teachers | None |  |
| **Action:***Teachers will be given a day to work with their departments to create the first semester curriculum*  | January 2015 | All teachers | None | 100 percent completion of second semester curriculums in Mr. Cornelius’ possession |
| **Strategy 3:** At the end of each work day, curriculums will be organized and copied into a binder which is then given to Advanced Ed. Chair and Principal | September 2015January 2016 | Tom CorneliusRich DeRidder | None | 100 percent of curriculums finished at the end of each semester.  |