

Opportunities for Growth

Opportunities for Growth College & Career Readiness, Multilingual Learner Progress, and Preparing for Success are indicators in which the school's rating is below average.

PHASE 2: SELECT AND PHASE 3: PLAN

Performance Goal #1 (SMART goal): Resource Inequity Goal	By spring 2025, 50.08% of students will be College and Career Ready as evidenced by school report card data.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	The school increased opportunities for students to take the WIN assessment by ensuring all eligible students participate and providing those who do not perform well with additional opportunities to retake the assessment, fostering skill growth and improved outcomes.			The instructional materials required for these strategies have already been purchased or are already in place, so no additional funding is required.
	School will use Cohort Grouping to pair students with a dedicated School Counselor and Assistant Principal upon entering SBHS, who will support them until graduation. This program focuses on academics, college and career readiness, credit attainment, attendance, and regular face-to-face check-ins. Paired APs and Counselors meet monthly with the principal to review progress, analyze data, and design personalized support to ensure student success.			
	The school will hold quarterly grade-level meetings focused on academic progression and postsecondary readiness. These meetings will address key milestones, provide tailored guidance, and ensure students remain on track for successful matriculation and long-term success.			
	The school will implement targeted supports in core classrooms to prepare students for the WIN test. This includes integrating WIN bell ringers in junior core classes during the spring, offering review sessions, and hosting workshops focused on test-taking strategies. These efforts aim to increase student exposure and preparation, improving overall performance.			
	The school utilizes the counseling department to track student progress and provide multiple opportunities for students to retake assessments. Counselors maintain a detailed spreadsheet of indicators for progress monitoring and design schedules that support students in achieving CATE Completer status, aligning with college and career readiness goals.			
What Professional Development Activities will support this strategy?	The school has implemented beginning-of-year data walks and discussions based on report card ratings, providing teachers with an opportunity to review, reflect, and identify trends first. Then targeted planning for improvement in small groups of 10-14 teachers, fostering collaboration and ensuring a focused approach to enhancing college and career readiness.			

	Total Cost		\$0.00

Performance Goal #2 (SMART goal)	By spring 2025, the school will increase teacher and student perceptions of school climate by focusing on teacher working conditions and student perceptions of the social and physical environment (minimum 2.79 moving from below average to average)			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	The school created and supported opportunities for teacher voice by allowing teachers to serve on school leadership committees through a simple application process. This empowered teachers to collectively define what premier instruction looked like for the school and determine the necessary components to ensure its success, fostering a collaborative and inclusive school climate.			The instructional materials required for these strategies have already been purchased or are already in place, so no additional funding is required.
	The school implemented Bluff Learning Zone, a peer tutoring collaborative where students in the Honor Society supported and tutored their peers before school and during lunch. This initiative fostered a positive school climate by promoting collaboration, enhancing student relationships, and providing academic support that contributed to a more inclusive and supportive environment.			
	Teacher voice was used to create a plan for improved instruction through the development of unit plans, submission of assessments, and the promotion of backward design instruction along with the unpacking of standards. This requirement, developed by the Teacher Instructional Team, reflects teacher input and addresses their needs. It encourages teachers to make sound instructional decisions while focusing on the big picture and ensuring that standards are effectively unpacked to guide student learning.			
	The school implemented the electronic sharing of meeting minutes and artifacts with the entire faculty. This practice ensured transparency, facilitated collaboration, and kept all staff informed about key discussions, decisions, and resources, enhancing overall communication and fostering a cohesive school climate.			
	The school implemented a "Teacher of the Month" program selected by students, merging the student and teacher worlds. This initiative promotes truth, authenticity, and mutual respect, encouraging a positive school climate where students feel valued and empowered. It also fosters stronger relationships between students and staff, reinforcing a culture of recognition and appreciation.			
What Professional Development Activities will support this strategy?				

	Total Cost		

Performance Goal #3 (SMART goal)	By June 2025, 86% of high school seniors will graduate.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	Monitor student progress regularly using data from formative assessments and adjust interventions as needed to ensure all students are on track to graduate.			The instructional materials required for these strategies have already been purchased or are already in place, so no additional funding is required.
	Strengthen support for students who may be behind in credits through credit recovery programs and summer school options.			
	Establish early warning systems to identify students who may be at risk of dropping out due to factors like attendance, behavior, or academic performance, and intervene quickly with personalized support.			
	School will use Bulldog Track, an afterschool credit and attendance recovery program, to provide targeted support for students. Priority is given to seniors, then extended to underclassmen off track with credits. A team of teachers, administrators, and counselors has identified 118 students to attend on Tuesdays and Thursdays, focusing on regaining credits and improving attendance to support on-time graduation.			
	School will use Cohort Grouping to pair students with a dedicated School Counselor and Assistant Principal upon entering SBHS, who will support them until graduation. This program focuses on academics, college and career readiness, credit attainment, attendance, and regular face-to-face check-ins. Paired APs and Counselors meet monthly with the principal to review progress, analyze data, and design personalized support to ensure student success.			
What Professional Development Activities will support this strategy?	Establish early warning systems to identify students who may be at risk of dropping out due to factors like attendance, behavior, or academic performance, and intervene quickly with personalized support.			
	Monitor and support student progression through course completion for freshman, sophomore, junior, and senior cohorts, ensuring that all students receive the necessary academic advising, credit recovery, and acceleration opportunities to stay on track for graduation			

	The school will hold quarterly grade-level meetings focused on academic progression and postsecondary readiness. These meetings will address key milestones, provide tailored guidance, and ensure students remain on track for successful matriculation and long-term success.		
	Total Cost		

*** Include additional goals and strategies on the 3rd tab.**

High Quality Instructional Materials		
	ELA	Math
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	Edmentum Courseware Quill software	Illustrative Math Materials Math Nation software Derivita software Edmentum Courseware

PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	Progress monitor utilizing course formative and summative assessment data (WIN, EOC)	Progress monitor utilizing checkpoint surveys of student and staff perceptions of the school	Progress monitor using graduation audits throughout the school year

Does the data indicate that the team is AT-RISK , LAGGING , OR ON TRACK as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
30 Day Review			
60 Day Review			
90 Day Review			

PHASE 6: REVISE

Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after implementation
MONITORING DATE			
KEY POINTS OF DISCUSSION/PLANNING			
Additional documentation:			

*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments before [Diagnosing](#) and [Selecting](#) new or updated goals.