

<i>College and Career Ready</i>	<i>Professional Learning</i>	<i>Engaged Learning</i>	<i>School Attendance</i>
<p>Objectives:</p> <ul style="list-style-type: none"> ● Target objectives that align with ACOS and ACT ● Provide opportunities for CT credentials ● Provide opportunities for CT college courses ● Provide cooperative experiences 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Provide PD on using formative assessment data in instruction ● Use summative data to address ACOS and ACT standards ● Provide Student-Centered Coaching Cycle (ELA/Math) 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Implement research based instruction to improve student engagement and mastery ● Promote reading and reading instruction 9th grade through focused reading instruction ● Create opportunities outside of typical instructional day to address standards mastery 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Implement program to support students at risk of chronic absenteeism
<p>Critical Initiatives:</p> <ul style="list-style-type: none"> ● Implement CTE program to support clusters of learning in horticulture, agriculture, business, FCS and graphic arts ● Provide credential opportunities in all CTE courses that align with course content ● Collaborate with 2 and 4-year institutional to offer dual enrollment opportunities in grades 10-12 ● Provide acceleration opportunities (AP courses) through in person and ACCESS learning ● Provide ACT support to 10th and 11th grade students using a research based program and interventions facilitated by OHS faculty ● Include daily practice to address ACT standards. 	<p>Critical Initiatives:</p> <ul style="list-style-type: none"> ● Analyze ACT data to plan for rigorous and relevant instruction ● Use measures of formative assessments to measure student growth ● Analyze PreACT data to identify areas of school-wide deficits and individual needs ● Provide professional learning on Schoology, PowerSchool, ZOOM, Reading Horizons Elevate, Edgenuity ● Provide professional learning on using formative assessments, differentiated instruction and being a teacher of reading in all content areas 	<p>Critical Initiatives:</p> <ul style="list-style-type: none"> ● Implement Early Grade Recovery to address mastery of course standards ● Implement Zero Block to provide additional opportunities for small group and individualized instruction ● Identify 9th grade students reading below grade level and support them with reading intervention program, Reading Horizons Elevate ● Assess all 9th graders reading level and implement an ILP for each student 	<p>Critical Initiatives:</p> <ul style="list-style-type: none"> ● Identify students who are or could potentially become chronically absent based on the definition by ASDE ● Promote school attendance with incentives and recognize School Attendance Month in September ● Support students who are absent (ie COVID) with devices and virtual instruction (including ZOOM and Schoology) ● Promote timely school attendance

Opp High School Alabama Continuous Improvement Plan 2021-22

<p>Key Measures:</p> <ul style="list-style-type: none">• Number of students acquiring a CTE credential• Percentage of graduates with CTE credential• Number of students fulfilling coop work experiences• Number of students participating in dual enrollment• Number of students participating in AP courses• Number of on-site visits conducted• Course rosters and additional data from Method Test Prep on ACT program• Analysis of ACT and PreACT data trends	<p>Key Measures:</p> <ul style="list-style-type: none">• Growth between pre and post reading assessments• Staff Participation in all professional learning opportunities• Schoology courses	<p>Key Measures:</p> <ul style="list-style-type: none">• Student participation in Early Grade Recovery• Data on 9th grade reading from Reading Intervention courses, Edgenuity and Reading Horizons Elevate	<p>Key Measures:</p> <ul style="list-style-type: none">• Attendance data from PowerSchool• Documentation of Parent Contacts regarding attendance• Number of students who exempted exams due to outstanding attendance
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