

School Improvement Plan for 2018-2019

School Vision and Mission Statements

Vision	Purpose	Mission
Apache Junction Unified School District empowers students by providing them with the knowledge, skills, and ingenuity to pursue their dreams and make a positive difference in the world.	Focused instruction for student achievement.	Apache Junction Unified School District provides our students with a caring and inclusive educational experience that fosters academic excellence, social and emotional development and provides a challenging learning environment that will prepare them for a productive and fulfilling future.
	School Year Theme	
	On top of the world, reaching for the future.	

School Profile and Demographics

Apache Junction High School (AJHS) is nestled at the base of the Superstition Mountains in Apache Junction, Arizona. AJHS is the home of the Prospectors and students proudly wear their school colors of black and old gold. Apache Junction is located on the outskirts of the east valley in the Phoenix metropolitan area, and includes the communities of Gold Canyon and Queen Valley, as well as Peralta Trail and the unincorporated areas of the foothills of the Superstition Mountains. The City of Apache Junction lies in Pinal County with a population of approximately 40,000 residents. Currently, AJHS provides services to approximately 1,000 students from the City of Apache Junction and the surrounding communities. Open enrollment consists of approximately 44 students.

AJUSD has had significant leadership change in the past two years at the district and site level. AJUSD experienced a change in the superintendency at the beginning of the 2017-2018 school year and principalship at the high school in the 2018-2019 school year. AJHS traditionally has had a staff of approximately 55 classroom teachers. This year we welcomed 28 new teachers, 17 of whom were new to the teaching profession. Of our nine special education staff, six are contracted employees. Like many Arizona districts, AJUSD and AJHS have been faced with shrinking budgets since 2008 due in part from cuts from the state, declining enrollment and the loss of three different override elections. During this time, the district closed two elementary schools and a middle school. Since 2008, AJHS has experienced six changes at the principal level. The assistant principal positions have remained unchanged for the last seven years.

AJHS offers a variety of programs and opportunities for our students. Seniors have the opportunity to enroll in dual enrollment English 101 and English 102 classes through Central Arizona College. Starting at the end of their Sophomore year, students can enroll in Central Arizona College's First Step program and begin earning up to five college credits, tuition-free, every summer through their Senior year. AJHS serves as a satellite campus for East Valley Institute of Technology (EVIT) to offer a variety of technical programs. EVIT employs five staff members on the

AJHS campus, offering career and technical education in the following areas: culinary arts, multimedia design, construction, welding, and health career foundations. AJHS students also have the opportunity beginning in the Fall of a student's Junior year to attend EVITs main campus. Students who attend EVITs main campus can earn some dual enrollment high school credit while earning a state certification in the specialty they choose to study. AJHS has a comprehensive multi-tiered Special Education program ranging from life skills to full inclusion. AJHS not only offers accelerated classes in multiple content areas, but provides opportunities for struggling students to stay in school and recover credit with our online and alternative school programs.

Currently, AJHS has 972 enrolled students with the following demographic composition:

- 54% male
- 46% female
- 29% Hispanic
- 3% two or more ethnicities
- 1% Asian
- 1% Black or African American
- 1.5% Native American or other
- 63% White
- 14.5% Individual Education Plans
- 1% Section 504 Plans
- 3% Gifted or in the Talented Pool
- 46% percent of the student population qualifies for free or reduced lunch.

District Wide Data

AJUSD AzMERIT ELA Results/State (%)				
	2014-2015	015-2016	2016-2017	2017-2018
3rd-11th Grades	27/34	33/38	29/39	28/41

School Wide Data

AJUSD AzMERIT ELA Results/State (%)				
	2014-2015	2015-2016	2016-2017	2017-2018
9th Grade	24/26	30/43	24/36	40/41
10th Grade	20/32	25/29	24/31	22/33
11th Grade	16/30	30/30	19/25	14/29

District Wide Data

AJUSD AzMERIT Math Results/State (%)				
	2014-2015	015-2016	2016-2017	2017-2018
3rd-11th Grades	28/35	30/38	33/40	31/37

School Wide Data

AJUSD AzMERIT Math Results/State (%)				
	2014-2015	2015-2016	2016-2017	2017-2018
Algebra 1	30/32	22/37	26/39	24/39
Geometry	14/31	25/34	24/33	22/37
Algebra 2	11/30	13/30	17/34	19/34

Survey Data

<p>Student Survey (Gallup)</p>	<p>The Gallup Student Poll was administered to the students at AJHS in both school year 2017-2018 and 2018-2019. The Gallup Student Poll is a 24-question survey that measures the engagement hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. The Gallup Student Poll includes noncognitive metrics with links to student success. The school scorecard reflects overall results from surveys completed in U.S. public schools.</p>	
	<p><u>Engagement:</u> The involvement in and enthusiasm for school. School Year '17~3.31 School Year '18~3.19</p>	<p>The following were identified as areas of focus:</p> <ul style="list-style-type: none"> ● At this school, I get to do what I do best every day. ('17~3.04; '18~2.94) ● I have fun at school. ('17~2.95; '18~2.84) ● In the last seven days, someone has told me I have done good work at school. ('17~2.93; '18~2.68) <p>The area of celebration:</p> <ul style="list-style-type: none"> ● I have a best friend at school ('17~4.00; '18~4.11)
	<p><u>Hope:</u> The ideas and energy students have for the future. School Year '17~3.92 School Year '18~3.98</p>	<p>The following were identified as areas of focus:</p> <ul style="list-style-type: none"> ● I have a mentor who encourages my development. ('17~2.91; '18~2.94) <p>The area of celebration:</p> <ul style="list-style-type: none"> ● I know I will graduate from high school. ('17~4.53; '18~4.57)
	<p><u>Entrepreneurial Aspiration:</u> The talent and energy for building businesses that survive, thrive and employ others. School Year '17~2.12 School Year '18~2.13</p>	<p>The following were identified as areas of focus:</p> <ul style="list-style-type: none"> ● I have my own business now. ('17~1.37; '18~1.34) ● I am learning how to start and run a business. ('17~1.98; '18~1.97) <p>The highest area in this category is remains lower than in other areas.</p> <ul style="list-style-type: none"> ● I plan to start my own business. ('17~2.75; '18~2.75)
	<p><u>Career/Financial Literacy:</u> The information, attitudes and behaviors that student need to practice for healthy participation in the economy. School Year '17~3.01 School Year '18~3.09</p>	<p>The following were identified as areas of focus:</p> <ul style="list-style-type: none"> ● I have a paying job now. ('17~2.27; '18~2.27) ● I have a bank account with money in it. ('17~2.81; '18~3.08) <p>The area of celebration:</p> <ul style="list-style-type: none"> ● I am involved in at least one activities, such as a club, music, sports or volunteering. ('17~3.60; '18~3.58)
<p>301 Student Survey</p>	<p>How would you rate the educational experience at your school?</p>	

<p>(SY17_18)</p>	<ul style="list-style-type: none"> ● 66.4% Meets to Exceeds Expectations ● 33.6% Below Expectations. <p>How would you rate the facilities at your school?</p> <ul style="list-style-type: none"> ● 62.3% Meets to Exceeds Expectations ● 37.7% Below Expectations. <p>How would you rate the extracurricular opportunities at your school (clubs, sports)?</p> <ul style="list-style-type: none"> ● 68.7% Meets to Exceeds Expectations ● 31.3% Below Expectations <p>How would you rate the safety at your school?</p> <ul style="list-style-type: none"> ● 66.7% Meets to Exceeds Expectations ● 33.3% Below Expectations. <p>How would you rate the staff at your school?</p> <ul style="list-style-type: none"> ● 71.3% Meets to Exceeds Expectations ● 28.7% Below Expectations
<p>301 Parent Survey (SY17_18)</p>	<p>How do you rate the facilities (cleanliness, appearance) at your student's school?</p> <ul style="list-style-type: none"> ● 83.9% Meets to Exceeds Expectations ● 16.1% Below Expectations <p>How do you rate the academics at your student's school?</p> <ul style="list-style-type: none"> ● 68.9% Meets to Exceeds Expectations ● 31.1% Below Expectations <p>How would you rate the extracurricular opportunities at your student's school?</p> <ul style="list-style-type: none"> ● 73.3% Meets to Exceeds Expectations ● 26.7% Below Expectations <p>How would you rate the safety at your student's school?</p> <ul style="list-style-type: none"> ● 75.4% Meets to Exceeds Expectations ● 24.6% Below Expectations <p>How would you rate the staff at your student's school?</p> <ul style="list-style-type: none"> ● 74.3% Meets to Exceeds Expectations ● 25.7% Below Expectations <p>How would you rate your student's overall school experience?</p> <ul style="list-style-type: none"> ● 76.4% Meets to Exceeds Expectations ● 23.6% Below Expectations
<p>Comprehensive Needs Assessment (CNA) & Staff Survey (SS)</p>	<p>The following were identified as areas of focus on both of these surveys:</p> <ul style="list-style-type: none"> ● The school leaders engage with stakeholders about the school's mission and purpose. (CNA~1.25; SS~3.4) <ul style="list-style-type: none"> ○ In the past the vision and mission were dependent upon the principal ○ Current year, the vision and mission are inline with the District Strategies Plan, which was a comprehensive group of stakeholders

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Communication with the newly formed AJHS Site Council ● The school leaders are committed to recruiting and hiring effective teachers who meet the state's criteria to be appropriately certified. (CNA~1.67) <ul style="list-style-type: none"> ○ The District and site are committed to recruiting and hiring appropriately certified staff, which has proven to be a challenge in the state of Arizona. Therefore, alternative certificated teachers and substitute have been hired. ● The school year calendar is organized to maximize instruction. (CNA~1.50) <ul style="list-style-type: none"> ○ Investigating offering intersession classes during two week breaks. ● Teachers maintain high academic expectations for all students, and personalize instructional strategies and interventions to address individual learning needs of students; teachers regularly engage families in their children's learning progress. (CNA~2.00; SS~3.24. 3.04)) <ul style="list-style-type: none"> ○ School year 2018-2019 AJHS has 30+ probationary teachers, most of which are first year teachers ● All teachers regularly use instructional strategies that require student collaboration, self-reflections, and development of critical thinking skills. (CNA~2.08; SS~3.24) ● All teachers have a strong understanding of assessments and provide students with specific and timely feedback about their learning. (CNA~2.00; SS~3.24) <ul style="list-style-type: none"> ○ Teachers are utilizing summative and formative assessments. School year 2018_2019 comprehensive final exams have been implemented across all curricular areas. ● The teachers and other staff participate in ongoing appropriate professional development including a training on student advocacy.(SS~3.06) <ul style="list-style-type: none"> ○ An instructional coach has been hired and is an active member of the ongoing professional development as well as the site school improvement team. ● Challenging curriculum and learning experiences provide equity for all student in development of learning, thinking and life skills.These curricula are aligned are evidenced and standards based. (CNA~2.00; SS~3.18). ● The written curriculum accommodates the needs of all learners. (CNA~1.50) ● The school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curriculum ensuring continuous improvement for all students. (CNA~1.33) ● A formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.(SS~3.06) <ul style="list-style-type: none"> ○ A proposal for Student Advisory for School year 2019_2020, will be presented to the District in the Spring of 2019. ● The school, staff members provide peer coaching to teachers. (SS~3.1) ● A formal process is in place to support new staff members in their professional practice. (SS~3.18) ● The school and/or district provides sufficient material resources to meet student needs. (SS~2.88)
<p>Staff & Parent Communication Survey</p>	<p>Have the following items been useful in keeping you informed of your students educational and extracurricular activities:</p> <ul style="list-style-type: none"> ● Prospector Press

- Emails to parent and students
- AJHS Site Council
- Marquee

92.8% (Yes) 7.2%(No)

Root Cause Analysis

#1 Why Worksheet

Only 24% of Algebra 1 students were proficient SY17_18

- Student's don't care
 - Disconnection between assessment and curriculum
 - Inexperienced teachers
 - No textbooks
 - Moved to BT and 1:1 computers

Action: Build student efficacy, growth mindset, and review curriculum, instruction and assessment

#2 Why Worksheet

Only 22% of the Geometry students were proficient in SY17_18

- No emphasis on accountability for learning
 - Alignment of assessment and instruction
 - No collaboration in common courses
 - Time to do the work
 - New teachers in survival mode

Action: Create PLC's for collaboration, data analysis, and monitoring student growth

#3 Why Worksheet

Only 19% of Algebra II students were proficient in SY17_18

- Students don't take the exam seriously
 - Not held accountable in the younger grades
 - Disconnection with instruction, curriculum and assessment
 - Parents don't hold students accountable for their child's work
 - Communication about academics and student achievement lacking

Action: Work with CCJH on vertical curriculum alignment and expectations. Develop a system for ongoing communication external and internal.

#4 Why Worksheet

Only 30% of English 9 students were proficient in SY18_19

- Lack of differentiation in the classroom
 - Not prepared in earlier classes
 - No accountability before high school

- Teachers not on the same page
 - Not using assessments (standardize) as a grade; i.e. benchmarks and IE assessments

Action: Offer a Reading class for those students who enter high school below proficiency level. Teacher training for differentiation.

#5 Why Worksheet

Only 22% of English 10 students were proficient in SY18_19

- Assessment does not count for anything
 - No graduation requirement
 - Still move to next class
 - No accountability to align to the course grade

Action: Look at grade enhancement upon receiving results

#6 Why Worksheet

Only 11% of English 11 students were proficient in SY18_19

- Lower levels not reinforcing the material
 - No accountability for learning
 - No pass~~still promote
 - Students can't read from early on
 - Students motivation and interest gone due to lack of reading and success

Action: Offer reading interventions. Use final exams and benchmark assessments to show growth over time

School Goals

School Wide Goal #1

Apache Junction High School students will demonstrate an increase in academic growth on the AzMerit Math assessment by at least 5%.

- Students in Algebra 1, will increase their scores from 24% proficient to at least 29% proficient as measured by the AzMerit Math assessment.
- Students in Geometry and Honors Algebra 2 will increase their scores from 22% proficient to at least 27% proficient as measured by the AzMerit Math assessment
- Students in Algebra 2 and Honors Algebra 2 will increase their scores from 19% proficient to at least 24% proficient as measured by the AzMerit Math assessment.

Math SMART Goals	Strategies	Data Source	Responsible Party	Results
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<p>AzMerit scores will increase by 5% as measured by Spring 2018 to Spring 2019:</p> <ul style="list-style-type: none"> ○ Algebra 1 - 24%-29% ○ Geometry - 22%-27% ○ Algebra 2 - 19%-24% 	<p>Identify the standards needing to be reviewed</p> <p>Create Mindsets for bellwork, for the purpose of reviewing areas or low achievement from the Benchmarks</p> <p>Review areas from the AzMerit that need additional intervention strategies</p> <p>Reinforce contextual academic language through the whole group and small group discourse</p> <p>Writing daily learning target based on the math standards</p> <p>Providing student feedback based on student assessment results</p>	<p>AzMerit Scores</p>	<p><u>Math Department:</u> Mr. Angell - PLC Leader Ms. Greer Mr. Hendron Mr. Murphy Mr. Bartholomew Dr. Schnebly Ms. Marley Ms. Platt Mr. Makavos</p>	<p>Results to be determined upon completion of and analyzing the data from the Spring AzMerit assessment</p>
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NOTE:
For Geometry, the Galileo questions we used as mindsets were a good fit for preparing the students for the benchmark. For Algebra 2, the Galileo questions were not compatible.

Students appeared to take the Benchmark Tests more seriously which is a definite improvement over previous years.

Conclusion:
When we gave students incentives on the benchmark, they performed better this year when compared with previous years. This was evidenced by students taking their time on the benchmark.

What's Next:
Find some way to give students incentive for doing well on AzMerit.

<p>The percentage of students passing the standards on the Galileo IE Posttest administered in February will improve by 5 percentage points over the Galileo IE Pretest administered in August.</p>	<p>Ensure that the BT calendar aligns with the benchmark Tests, and that all of the material is covered before the Benchmark Post Test</p>	<p>Galileo Benchmark Pre and Post Test</p>	<p><u>Math Department:</u> Mr. Angell - PLC Leader Ms. Greer Mr. Hendron</p>	<p>INSTRUCTIONAL EFFECTIVENESS ASSESSMENT: Algebra 1 Pre Test - 20.84%</p>
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<ul style="list-style-type: none"> Algebra I - from 20.84% to 25.84%, Algebra II - from 23.35% to 28.35%, Geometry - From 23.22% to 28.22% 			Mr. Matheny Mr. Murphy Mr. Bartholomew Dr. Schnebly Ms. Marley Ms. Platt Mr. Makavos	Algebra 1 Post Test - 30.79% Geometry Pre Test - 23.22% Geometry Post Test - 33.23% Algebra 2 Pre Test - 23.35% Algebra 2 Post Test - 43.63% BENCHMARK RESULTS: Algebra 1 Assessment 1 - 30.93% Algebra 1 Assessment 2 - 29.46% Geometry Assessment 1 - 37.38% Geometry Assessment 2 - 30.79% Algebra 2 Assessment 1 - 36.20% Algebra 2 Assessment 2 - 46.49%
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NOTE:
 There were a few discrepancies that need to be noted in the Algebra 2 curriculum not matching up with the benchmarks, which is something that we will need to resolve before next year.

Conclusion:
 Galileo results show that the students did improve, and in most cases more than the desired 5%. The ability to be able to give students a grade so that they knew that this test actually mattered really helped to increase student achievement.

What's Next:



<p>By the end of the 2018 - 2019 school year, the class average will increase to a minimum of 65% on solving word problems benchmark.</p>	<p>Create pre and post assessment for Interpreting graphs and solving word problems</p> <p>Administer pre and post assessment for interpreting graphs and solving word Introduction and use of word problem-solving template and solving word problems</p>	<p>District Benchmark Scores</p> <p>Pre and Post assessment for Interpreting Graphs</p>	<p>Science Department: Mr. McDavid - PLC Lead Ms Nafziger Ms. Schmidt Ms. Hasemeier</p>	<p>Utilizing this strategy students were able to correctly identify the knowns and unknowns on word problems at 90% accuracy and were able to calculate word problems at a 73 % accuracy.</p> <p>Utilizing the word problem-solving template increased student achievement in solving word problems such that the average score for all Chemistry students on Unit Test: Gas Laws were 73% and in Physical Science students achieved an overall average of 72 % on Forces and Motion Unit Test.</p>
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Conclusion:

1. The team concentrated on improving students ability to solve word problems throughout the year in each course of Physical Science and Chemistry using a uniform template for solving these types of problems.
2. This strategy allowed students to solve word problem questions on summative exam with a 73% accuracy.
3. However, on the Pre/Post test on interpreting graphs and solving word problems the overall Post test results achieved only 45.60 % score not the anticipated 65% goal, although a 7.53% improve was noted. The low score was attributed to a single question that required direct numerical input and student were improperly entering their answers. This caused scores for all classes to be only 4% on this particular question driving overall average down.

What's Next:

1. The Pre/Post test should be revised to replace the data entry question or concentrate on clearer instructions on the appropriate manner to enter a numerical value into their answers in Galileo.
2. The Pre/Post test should be broken into two separate tests: one graphing and one for solving word problems.

<p>By the end of the 2018 - 2019 school year, the class average will increase to a minimum of 65% on the interpreting graphs.</p>	<p>I Do, We Do, You Do</p> <p>Students devised graphical depiction of data collected during student-designed investigations.</p>	<p>District Benchmark Scores</p> <p>AzMerit Scores</p> <p>Pre and Post assessment for solving word problems</p>	<p>Science Department: Mr. McDavid - PLC Lead Ms Nafziger Ms. Schmidt Ms. Hasemeier</p>	<p>The practice of this strategy resulted in a Physical Science Assessment given March 7 that included 3 questions on interpreting graphs the overall average for these graph was a 65% with the lowest average on a single question was 59%.</p> <p>Students were able to appropriately graph or give a pictorial representation or model of the data collected with 81% accuracy.</p> <p>Utilizing a Pre/Post test on Reading Charts and Solving word problems students scored an overall Pre Test avg of 39.43 and a PostTest score 47.25 resulting in an improvement 7.82%. One question on finding range required direct numerical input and student were calculating range but rounding their answers. This caused scores for all classes to be only 4% on that particular question driving overall average down.</p>
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Note:

Conclusion:

- 1) Team did instruct students on the creation and interpretation of graphs throughout the year in each course as part of experiments and practice worksheets.
- 2) Student were able to interpret graphs at 65% on unit exams and activities.
- 3) Student had a 7.82% improvement on reading and interpreting graphs and word problems based on data collected from the Pre/Post test. The overall average on the posttest was only 47.25 % but the low average was driven by a single question that scored only 4% due to students not properly entering answers.

What's Next:

1. The Pre/Post test should be revised to replace the data entry question or concentrate on clearer instructions on the appropriate manner to enter a numerical value into their answers in Galileo.
2. The Pre/Post test should be broken into two separate tests: one graphing and one for solving word problems.

School Wide Goal #2

Apache Junction High School students will demonstrate an increase in academic growth on the AzMerit ELA by at least 5%:

- Students in English 9 and Honors English 9, will increase their scores from 30% proficient to at least 35% proficient as measured by the AzMerit ELA assessment.
- Students in English 10 and Honors English 10 will increase their scores from 22% proficient to at least 27% proficient as measured by the AzMerit ELA assessment.
- Students in English 11 and Honors English 11 will increase their scores from 13% proficient to at least 18% proficient as measured by the AzMerit ELA assessment.

ELA SMART Goals	Strategies	Data Source	Responsible Party	Results
<p>The percentage of students passing the standards on the Galileo IE Posttest administered in February will improve by 5 percentage points over the Galileo IE Pretest administered in August.</p> <ul style="list-style-type: none"> • ELA 9 - from 38.45% to 43.45%, • ELA 10 - from 38.46% to 43.46% • ELA 11 - from 39.85% to 44.85% 	<p>Warm-ups will reteach the standards that students were deficient on for the Benchmark.</p> <p>Use articles from CommonLit.com to have Freshmen students write a four-paragraph essay.</p> <p>Sophomores will also use CommonLit.com to write Objective</p>	<p>AzMerit Scores</p> <p>District Benchmark Scores</p> <p>District Instructional Effectiveness (IE) Scores</p>	<p><u>ELA 9/10 Department</u> Ms. Knill - PLC Leader Mr. Keckta Ms. Keller Ms. Boutelle Ms. Hays</p>	<p>INSTRUCTIONAL EFFECTIVENESS (IE) ASSESSMENT: ELA 9 Pre Test - 38.45% ELA 9 Post Test - 41.61%</p> <p>ELA 10 Pre Test - 38.46% ELA 10 Post Test -41.38%</p> <p>ELA 11 Pre Test - 39.85% ELA 11 Post Test -37.76%</p>

Summaries to meet the standard 10.R.RI.02.

Work with AJUSD Assessment Coordinator to find,analyze,and understand data to find areas of refinement.

Begin data room to find individual student areas of refinement.

BENCHMARK RESULTS:

ELA 9 Assessment 1 - 39.96%

ELA 9 Assessment 2 - 36.14%

ELA 10 Assessment 1 - 43.43%

ELA 10 Assessment 2 - 48.85%

ELA 11 Assessment 1 - 47.26%

ELA 11 Assessment 2 - 50.01%

Note:

Many of our students were so far behind in reading as measured by AzMerit that it has taken most of the year for them to come up to the place where they should have been last year.

As we analyzed the data we realized that we should have picked different data to record. The data we tried to use did not allow us to accurately analyze the student's progress or lack thereof. Also, it would have been good to have had data from last year to use as our baseline. When we made an attempt to analyze the data that we had gathered we determined that in general, our students did not make much progress in spite of our efforts

Conclusion:

A majority of our grade levels showed an improvement in scores. The scores on the ELA pre- to posttest improved for grades 9 and 10; however, we did not achieve the goal of 5%. The English 9 groups showed an improvement of a 3.16% and the English 10 groups showed an improvement of 2.92%. On the other hand, the English 11 classes showed a decrease in scores from 39.85% to a 37.76% from the beginning to the end of the testing period. The ELA Assessment 1 & 2 are not the same standards. They are formative assessments whose standards are embedded in the pre- and posttest results.

We did not adequately use the data from the formative assessments to drive instruction. Based on the data from this year, we need to examine the pre-benchmark data earlier to decide which standards need the most work and begin to implement strategies to improve scores in the areas that will give us the "biggest push" for our work. The ELA teachers had a difficult time fitting in all the formative assessments from Beyond Textbook as well as the eight Galileo district-level tests (Tests include 4 reading tests, 2 language tests, and 2 writing tests) in a timely manner. Little or no discussion was given to the results of the data within the PLC; therefore, the data from the formatives was not used to shape instruction.

The instruction of the standards was not as effective as it should be. The curriculum developed by Beyond Textbooks does provide a list of the standards to teach in a number of days or weeks. It does have resources that a teacher may use, but it these resources are suggestions not a scope and sequence for effective instructions. This year 5 of our 7 staff members are new to AJUSD. Over the last few years, the previous teachers followed an individually created curriculum with the result that there was no published scope and sequence or recommended reading list for the new teachers.

What's Next:

- 1) Next year, we will also collect the data from the Galileo Pretest as our baseline data to set SMART goals for the beginning year. We plan to use the Intervention Alert feature in Galileo to help drive reteaching of standards for specific students.
- 2) Create a scope and sequence for each grade-level based on the BT ELA standards by April 30th and implement that curriculum next year in each grade level.
- 3) Develop a systematic way to give formatives and analyze the data collective on a regular basis to help guide focused instruction.

By the end of the first semester, all of the 9th and 10th grade students will be able to write a argumentative paragraph with 70% proficiency.	Warm-ups will reteach the standards that students were deficient on for the Benchmark. Use extended response formative for practice and then give the five multiple-choice formatives for a grade.	AzMerit Scores District Benchmark Scores	<u>ELA 9/10 Department</u> Ms. Knill - PLC Leader Mr. Keckta Ms. Keller Ms. Boutelle	Sample data from Ms. Knill's class - 37.5% wrote an argumentative paragraph at proficiency.
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Note:
End of the year IE testing and formative results show that there are still large gaps in what students have learned and what they still need to know to meet or exceed the AzMerit standard.

Conclusion:
The district requires two different types of writing formative assessments. The writing assignment requires the students to read one or more texts and respond in an essay. One essay is informational and the other one is argumentative. In all grades, the student results show a decrease in scores. These are scored slightly differently according to the AzMerit writing rubrics. Another factor of concern is that the second test sample has many absentee students who scored zeroes on the test; the result is lower overall averages.

Teachers were given time during a Wednesday professional development to score assessments from students other than their own. Previous to this teachers, were given inservices on inter-rater reliability during their PLC.

The other test, labeled CBAS, is a language test. The English 9 classes showed a 6% increase in this area and English 11 a slightly gain of .6%; whereas, English 10 showed a decrease in this category.

One of the results of the weak scope and sequence was the writing. At the beginning of the year, English 9 and 10 teachers decided to focus on writing body paragraphs, but there was no scaffolding for writing multiple paragraph essays in a systematic way. Teachers did not receive training on the AzMerit writing rubric at the beginning of the year, so they were not necessarily aware of the expectations of the writing. The state test requires students to read three texts and integrate evidence from those three sources in one essay. Not all of the teachers used this kind of writing assignment. And the district benchmark used only one source for English 9, two sources for English 10, and three sources for English 11. It is difficult to pull too much from one source and still have original thought.

The CBAS represents the third section of standards for ELA - language skills such as mechanics, usage, grammar, and spelling as well as the form and structure of essay writing. Once again, teachers did not have a systematic method for instruction of these skills.

What's next:

- 1) Incorporate timed-writing activities to increased one-session writing and to instruct students on how to breakdown prompts, use the writing process, and produce an acceptable final draft.
- 2) Train teachers and students in the expectations of the AzMerit writing rubric and samples.
- 3) Include grade-level writing practice and assessments in the curriculum scope and sequence.
- 4) Develop a system to teach language (Mechanics, Usage, Grammar, and Spelling) skills that will improve writing and language skills.

<p>By the end of the 2018 - 2019 school year, the class average will increase from a 42.88% to a minimum of 65% on the Critical Reading Skills Benchmark.</p>	<p>Making vocabulary a priority</p> <ul style="list-style-type: none">• Vocabulary has been provided on all tests and quizzes and reviewed daily. <p>Increased reading comprehension</p> <ul style="list-style-type: none">• Students will practice reading strategies such as underlining, highlighting, and notes in the column allow for an understanding of complex subjects.	<p>AzMerit Scores</p> <p>District Benchmark Scores</p>	<p><u>Biology Department</u> Ms. McDavid - PLC Leader Ms. Schwenckert Ms. Nafziger</p>	<p>Analyzing expected growth from the test data showed expected growth in a majority of classes with approximately 50% of students showing growth from beginning of 2018-2019 school year to midterm.</p> <p>27% of students scored 65% or higher on a standard based assessment at the midterm vs 0% at the beginning of the school year.</p> <p>Analyzing test data showed a growth of approximately 50% from the beginning of the school year to the mid term.</p> <p>27% of students scored 65% or higher on a standard based assessment at the midterm vs 0% at the</p>
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				beginning of the school year. Students have increased reading scores by approximately 25% since the beginning of the school year based on critical reading assessment.
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NOTES:

- Students have been observed utilizing appropriate vocabulary in lessons by evaluators.
- Increased knowledge of vocabulary allows for increased reading comprehension

Conclusion:

Test was not modified for IEP and ELL students.
 Test scores reflect students who used the online platform to take the test and do not reflect the scores from students who utilized a paper copy of the test.

Class average increased by 16.35%.
 27% more students reached the goal of 65% or better.

What's Next:

The team will continue to add reading strategies into our daily lessons.



By the end of the 2018 - 2019 school year, the class average will increase from 40.89% to a minimum of 65% on the District Science Post-Test by increasing exposure and implementation of test-taking strategies.	Testing Taking Strategies <ul style="list-style-type: none"> • Eliminating obvious wrong answers 	AzMerit Scores District Benchmark Scores	<u>Biology Department</u> Ms. McDavid - PLC Leader Ms. Schwenckert Ms. Nafziger	27% of students scored 65% or higher on a standard based assessment at the midterm vs 0% at the beginning of the school year. Analyzing data showed expected growth in a majority of classes with approximately 50% of students demonstrating measurable growth from
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				<p>beginning of 2018-2019 school year to midterm.</p> <p>27% of students scored 65% or higher on a standard based assessment at the midterm vs 0% at the beginning of the school year.</p>
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Notes:

- Increased vocabulary, knowledge of reading strategies, and providing test taking skills has allowed for this score to go up.
- Students are taking an average of 10 minutes longer to take a test, using reading strategies
- Required study guides have increased exam averages by 20%

Conclusion:
A different post test was given from the pre test.

27% of students scored 65% or higher on a standard based assessment at the midterm vs 0% at the beginning of the school year.

Next Steps:
The team will continue to incorporate vocabulary and reading skills throughout our lessons.

<p>The percentage of students reading at grade level or above will increase for 9th-grade students--from 17% to 22%; for 10th-grade students from 13% to 18%; and 11th students from 5% to 10% as measured by AzMerit by the end of April of 2019.</p>	<p>Teacher will introduce intentionally leveled reading assignments.</p> <p>Routinely introduce grade level vocabulary.</p>	<p>AzMerit Reading scores</p> <p>District Benchmark Scores</p> <p>District Instructional Effectiveness (IE) Scores</p>	<p><u>Social Studies Department</u></p> <p>Ms. Anderson - PLC Leader</p> <p>Mr. Matlosz</p> <p>Ms. Hinkel</p> <p>Mr. Hutzell</p> <p>Mr. Zupin</p> <p>Ms. Williamson</p>	<p>INSTRUCTIONAL EFFECTIVENESS (IE) ASSESSMENT:</p> <p>ELA 9 Pre Test - 38.45%</p> <p>ELA 9 Post Test - 41.61%</p> <p>ELA 10 Pre Test - 38.46%</p> <p>ELA 10 Post Test -41.38%</p> <p>ELA 11 Pre Test - 39.85%</p> <p>ELA 11 Post Test -37.76%</p> <p>BENCHMARK RESULTS:</p>
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				ELA 9 Assessment 1 - 39.96% ELA 9 Assessment 2 - 36.14% ELA 10 Assessment 1 - 43.43% ELA 10 Assessment 2 - 48.85% ELA 11 Assessment 1 - 47.26% ELA 11 Assessment 2 - 50.01% Results to be determined upon completion of and analyzing the data from the Spring AzMerit Reading assessment
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Note:
 Improved ability to synthesize the text.
 Student vocabulary improves, and grows throughout various assignments

Conclusion:
 Will have to wait on the conclusion until the post test is given.

What's Next:
 We will continue to implement students having a book in class so that they can read it when they are finished with work in the classroom. We will consider having a mandatory requirement of having all students in history complete book reports.

Students will increase their ability to answer informational text-based questions.	Students will do exercises identifying answers from expository texts. Create a "breakout exercise" for students to use reading skills in order to solve the challenge.	PreTest- California, and Mesopotamia-Similarities and Differences AND POST-Test: Statue of Liberty 5/2/19	Ms. Anderson - PLC Leader Mr. Matlosz Ms. Hinkel Mr. Hutzell Mr. Zupin Ms. Williamson	Pre Test - 52% Post Test - TBD
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Note:

Will improve student engagement, and reading skills in recreational settings

Conclusion:

Will have to wait on the conclusion until the post test is given.

What's Next:

Next year we should implement routine formative assessments that are common to the department. The history department will increase the rigor on these assessments and there will be a department review of periodic content based reading assignments.

<p>Students will show a Cognitive Level increase of sports knowledge with an achievement goal of 70% on unit tests which are administered at the beginning and the end of the unit blocks with an achievement of a 10% increase in semester assessments.</p> <p>(Motor skills are measurable by a beginning and end checklist; the students must be observed and provided with feedback for improvement throughout the unit.)</p> <ul style="list-style-type: none"> Students will acquire knowledge of sports rules and fundamentals through classroom application in order to continue participation in life-time activities. The students will be measured by the unit pre and post assessment test with the goal of a 10% increase and a minimum of 70% achievement goal. 	<p>Two-week Unit Block of Fitness for consistent and constant assessment</p> <p>Comparison of change ratio for Pre and Post Assessment of Sport</p> <p>Students will be able to review pre-unit tests to find measurable increases in knowledge after completing the post-test.</p>	<p>Fitness Testing Protocol</p> <p>Pre and Post Assessment per instructional unit</p>	<p><u>PE Department</u> Mr. McKee - PLC Leader Mr. Miller Ms. Swift</p>	<p>Mr. McKee's four PE classes, we did 3 components of Fitness: Timed Sit-up Test Push-Up Test and the Mile Run Test. In the Sit-Up Test, there was a 70% increase from pre to post assessment. In the Push-Up Test, there was a 72.25% increase from pre to post assessment. In the Mile Run Test, there was a 64.25% increase from pre to post assessment. Overall, 78% of students passed the Sit-Up Test, 73% passed the Push-Up Test and 64% passed the Mile Run Test.</p> <p>Mrs Swift's four PE classes, we did 3 components of Fitness: Timed Sit-up Test Push-Up Test and the Mile Run Test. In the Sit-Up Test, there was a 79.5% increase from pre to post assessment. In the Push-Up Test, there was a 62.25% increase from pre to post assessment. In the Mile Run Test, there was a 79.95% increase from pre to post assessment. Overall, 85% of students passed the Sit-Up Test, 81% passed the Push-Up</p>
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				<p>Test and 85% passed the Mile Run Test.</p> <p>Mr. McKee's four PE classes, they took a pre and post assessment test on basketball, football, soccer, and volleyball. The students were able to see their pre test after they tested to review answers they were unsure of and ask questions. In basketball, there was a 79% increase from the pre to post-assessment test. In football, there was an 82% increase from the pre to post-assessment test. In soccer, there was a 64% increase from the pre to post-assessment test. In volleyball, there was a 100% increase from the pre to post-assessment test.</p> <p>Mr. Miller's one PE class, they took a pre and post assessment test on basketball, football, soccer and volleyball. The students were able to see their pre test after they tested to review answer they were unsure of and ask questions. In basketball, there was a 30% increase from the pre</p>
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				<p>to post-assessment test. In football, there was a 10% increase from the pre to the post-assessment test. In soccer, there was a 20% increase from the pre to post-assessment test. In volleyball, there was a 20% increase from the pre to post-assessment test.</p> <p>Mrs. Swift's four PE classes, they took a pre and post assessment test on basketball, football, soccer, and volleyball. In basketball, there was a 60.57% increase from the pre to post-assessment test. In football, there was a 63.18% increase from the pre to post-assessment test. In soccer, there was a 55.28% increase from the pre to post-assessment test. In volleyball, there was a 64.32% increase from the pre to post-assessment test.</p>
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Note:

In Mr. Miller's PE Class, he used the weight room to go through proper lifting fundamentals and safety techniques and procedures. His pre and post assessments were based on the student's knowledge of cardiovascular endurance and muscular strength, including muscle terminology. Students were able to develop and create personalized workout plans based on the provided material.

Conclusion:

Most students were able to improve their fitness testing scores in all three areas, with the weakest improvement being in the mile run. The students scored highly

on the written testing over the sport units, but felt there would be a better way to test rather than writing.

Next Steps:

We will look at new ideas and the challenges students' face when it comes to cardiovascular exercise. Brainstorming with fellow peers, inside and outside the district, as well as internet research and development for decreasing run times. We will also look how we can make the testing more adaptable (more physical testing, less written testing) for our courses.

Through a final written assessment, students will demonstrate knowledge of lifetime fitness/activities of each unit with at least a 70% identification rate. At the beginning of the semester, students provide a list of lifetime activities that will be compared to the final written assessment with an increased goal of 10%.	Build personal plans for lifetime fitness including cardiovascular and muscular development	Unit Assessments	PE Department Mr. McKee - PLC Leader Mr. Miller Ms. Swift	TBD
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Note:

Final assessment includes lifetime fitness component analyzing student's personal strategies to implement lifetime Fitness into their daily routines.

At the beginning of the semester we discussed the importance of how fitness plays in their everyday life. The students were to create a plan of how they were going to incorporate fitness on a daily basis. As we continued through the semester, the students were to figure out new ideas of changing their fitness routine. By incorporating our fitness testing twice a semester, which included the mile run, timed sit-up test and push-up test, the students understood how they must use it daily to keep improving muscular strength and cardiovascular endurance. The students were also introduced to the weight room with proper lifting techniques and safety protocols and procedures. They were informed about the importance of a proper diet and workout plan to help maintain a healthy lifestyle.

Students will be able to create a lifetime activity plan(s) based on their acquired knowledge from the start to the end of each unit and be able to create a lifetime activity plan.

At the beginning of the semester the students make a list of 10 lifetime activities (what they believe is a lifetime activity) and choose three to write about. As we progress through the units the teachers continue to ask students questions about what would classify as a lifetime activity. At the end of the semester they must make a new list containing 20 lifetime activities and choose five to write about and discuss why they feel they are lifetime activities and how they will implement them into their daily life. Based on their results we were able to see that students understood the difference between a competitive sport and a lifetime recreational activity. One thing we believe was successful was our ability to be cognitive of focusing on our expectations. Based on our test score improvements we were able to ensure that all content area was covered and understood by our students. Based on feedback from our students we would like reduce the amount of written tests we administered. They felt it was not as relevant and efficient as physical evaluation and testing. Physical Education should have an emphasis placed on "Physical". We feel it is a more effective way to grade and evaluate students and their abilities. We will use a checklist created for each sport to observe and evaluate students' improvements.

Conclusion:

Students were able to differentiate between lifetime activities (vacuuming, laundry, mowing the lawn, raking leaves, etc) and lifetime sports (golf, basketball, softball, etc) after some discussion among peers and teachers. The lifetime activities were not thought about by the students until it was discussed how they were

incorporated into everyday life, especially if they were not the ones completing it (laundry, yardwork, etc)

Next Steps:

This is to be determined at the end of the semester with our finals. We will see how their learning has increased in regarding to their knowledge of lifetime activities and check for student understanding.

School Wide Goal #3

Apache Junction High School will increase internal and external communications as measured by a school-wide survey administered in the spring semester.

- Apache Junction High School faculty, staff, and administration will regularly engage in meaningful communication about student learning and campus updates. The number of families who report that they have sufficient and timely information from AJHS will be at least 70% as measured by a survey given in the Spring of 2019.

SMART Communication Goals	Strategies	Data Source	Responsible Party	Results
To increase the internal and external communications of the Fine & Performing Arts and World Language Departments by at least 10% as measured by the pre and post-Communication Satisfaction Survey.	<p>Create and format a survey to be administered to the AJHS community.</p> <p>The survey will be administered twice per year.</p> <p>Public advertisements for events</p>	<p>Communication Survey</p> <p>Marquee</p> <p>Prospector Press</p> <p>Submit to District PR for publication</p>	<p><u>Fine Arts & Foreign Language Departments</u></p> <p>Ms. Chappel - PLC Leader</p> <p>Ms. Chung</p> <p>Ms. Leen</p> <p>Mr. Lanphear</p> <p>Mr. Young</p> <p>Mr. Rathjen</p> <p>Ms. Tarango</p> <p>Ms. Cameron</p> <p>Ms. Guidry</p>	<p>81% of respondents are satisfied with the communication between families and the World Languages and Fine & Performing Arts teachers.</p> <p>https://goo.gl/forms/fgzmM0ehlr4wDcY82</p>

Note:

We noted that most respondents fall into the “extremely satisfied” or “neutral” categories when asked about their level of satisfaction in regards to communication with applicable FA/WL teachers. Most respondents said that email is the best method of communication, followed by phoning. Most respondents said that they hear about events directly from their student, followed by emails/Prospector Press.

Conclusion:

Based on the survey results, 100% of parents say that email is the most effective method of communication.

What's Next:

Ensure all email addresses are up-to-date and accurate. For school year 19-20, we will each reach out to parents quarterly with upcoming events, academic

news and updates. Open up social media, Facebook specifically, for parent and student communication.

To increase attendance/involvement with Fine Arts/WL/CTE events by at least 10% as measured by attendance at performances and events.

Track attendance at performances

Ms. Chappel - PLC Leader
 Ms. Chung
 Ms. Leen
 Mr. Lanphear
 Mr. Young
 Mr. Rathjen
 Ms. Tarango
 Ms. Cameron
 Ms. Guidry

Increased attendance from Fall drama production to Spring drama production.

Conclusion:

This may be attributed to more effective advertising, annual population surge in the community.

What's Next:

Advertise concerts, productions, and events in local newspapers.

To increase the school-wide internal and external communications to at least 70% satisfaction as measured by a survey administered in Spring 2019.

Develop a survey
 Distribute weekly Prospectors Press
 Distribute weekly Parent Prospectors Press
 Email parents and students important information as it occurs
 Develop an AJHS Site Council, including representation from all stakeholders
 Daily Video Productions, student-driven
 Established Standing Meetings-Every Friday morning (Faculty, PLC, Department)

Prospector Press
 Parent Prospector Press
 Site Council; by-laws membership agendas meeting minutes attendance rosters
 Scripts from Video class
 Agendas from meetings and PD
 Submit to District PR for publication
 Copy of postcards

Administration
 Dr. Chomokos
 Ms. Loftis
 Ms. Campbell
 Ms. Schwenckert
 Mr. Vanda
 Ms. Allyn
 Ms. Buhrig
 Mr. Young
 Ms. Marks

Per survey data we reached a 92.3% satisfaction rating.

	<p>Early Release Days</p> <p>Website</p> <p>Marquee</p> <p>Public communication of events and celebrations</p> <p>Postcards mailed to individual students regarding participation in events</p>			
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Note:

Conclusion: The strategies have proven to be impactful.

Next Steps: In the 2019-2020 school year we will continue to use the communication platforms put in place this year. We will also work to make sure all parent emails are up to date increasing our capacity to reach all stakeholders.

<p>Guidance counselors will meet with students that are failing (3+) classes and contact parents at the quarter to reduce the number of classes students are failing at each semester by 10%.</p>	<p>Increase communication with students and parents regarding grades.</p> <p>Guidance counselors will increase communication with teachers regarding struggling students at quarter 1 and 3 to determine if student needs tutoring, referral to the SST team or if lack of work completion is the primary concern.</p>		<p><u>Counselors:</u> Ms. Jenkins Ms. Fleming</p>	<p>Despite intensive efforts to contact parents and work with students, failing rates continue to be a major concern especially among freshman students.</p>
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Note:
Counselors worked with administration to add a Health and Wellness class and remove World History from the typical freshman schedule beginning in 2019-2020. Counselors and administration also added additional courses to course catalog to support freshman such as: AVID, Strategic Reading, and LINK Crew to pair older student mentors with freshman.

Conclusion:
Continued efforts are needed to decrease failing rates among all grade levels and provide extra intervention for freshman students.

Next Steps: Monitor effectiveness of changes to freshman schedule and addition of supports such as: Strategic Reading, LINK Crew and AVID. Continue quarterly communication with parents and students.				
Guidance counselors will provide education and career guidance to 100% of students during English class each semester and assist students with completing Education Career Action Plans.	Classroom guidance lessons Individual student meetings		Counselors: Ms. Jenkins Ms. Fleming	Increased number of students that can log into AZCIS and complete activities each semester.
Note: Counseling department has had lots of students asking for assistance with their ECAP and showing interest in using AZ CIS.				
Conclusion: Continue providing ECAP guidance each semester and provide information regarding local opportunities (CAC Promise for the Future, CAC Early College, CAC Dual Enrollment, EVIT Programs).				
What's Next: Supplement lessons with high interest activities and coordination with events hosted by campus College and Career Center.				

School Wide Goal #4

Apache Junction High School will increase the retention rate from 74.92% to 80% for the AJUSD students who transition from CCJH to AJHS.

SMART Retention Goal	Strategies	Data Source	Responsible Party	Results
To increase the retention rate from 74.92% during the school year 2018 to at least 80% as measured in the spring of 2019.	Establish Freshmen Gold Rush (Bootcamp) for incoming 9th-grade students and their parents	Attendance at the event (July 18, 2018)	Dr. Chomokos Ms. Loftis Ms. Schwenckert Mr. Vanda	TBD
	Establish Open-House and campus tours prior to the start of school	Fliers for the event (July 23, 2018)	Ms. Jenkins Ms. McFarlin	
	Incoming 8th grader day at the high school (January 2019) (Prospector RUSH)	Agenda/Schedule Parent Letters 9th-grade Registration forms		
	Joint Performing and Fine Arts Events	Event Programs		

	Future Prospectors Night Various EVIT events Propose and develop a Health and Wellness course for the school year 2020	Field Trip paperwork Attendance at EVIT recruiting events Course Proposal and curriculum mapping document		
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Conclusion:

What's Next:

School Wide Goal #5

Apache Junction High School will increase the passing rate in the Advanced Placement (AP) exams from 34.8% passing at a score of a 3 or greater, to at least a 39.8% passing rate as measured by the AP Exams administered in the Spring of 2019.

SMART AP Exams Goal	Strategies	Data Source	Responsible Party	Results
To increase the student passing rate on the AP exams from 34.8% in 2018 to at least 39.8% in 2019 as measured by the individual AP course exams	AP study sessions AP teachers attend College Board approved AP Teacher Training	Individual Course AP Exams	Dr. Chomokos Ms. Campbell Ms. McDavid Ms. Anderson Ms. Hays Mr. Angell Ms. Williamson	TBD

Conclusion:

What's Next: