

Please describe your systematic procedure and timeline for resolving deviations.

Our assessment plan will be monitored through our

BHS leadership team and administration have refined our Assessment plan with goals and ways to utilize the data to make it purposeful. We are working with BHA to ensure they are assessing and on the same page as BHS. Our systematic procedure for monitoring is SLT and Administration/coaches will communicate expectations before each assessment. Data will be pulled for test completion and a plan will be created for make up assessments for students who didn't complete. Then percentages for completion will be pulled and then we can come up with refinements for the next testing window. BHS is working on better communication with staff, students and parents/guardians on the importance of testing, goal setting and reflection and celebrations.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis.

The specific area of requirement is to improve communication with all stakeholders when it comes to assessments throughout the year. Without the communications students didn't understand the importance of the assessment or even took it seriously. Another area of concern was getting out the expectations of who should be testing during each benchmark and then using the data to make instructional changes. BHS teachers and staff will begin to implement a plan on how to use the data to identify ELA and Math interventions along with progress monitoring processes. BHS is also working on ensuring all junior/senior students are assessed on Aimsweb Math even if they are not in a math class. One way we are going to try to address this is to create a plan on having students test with their advisors instead of English and Math content teachers, then we can ensure that ALL 9-12th grade students are testing on both.

Pre ACT and ACT data will be used to identify groups of students strengths and weaknesses as a whole so we can begin to refine what is being taught in the classroom. We want to ensure students are exposed to the content and vocabulary from these assessments so they can comprehend what is being assessed and how to answer them.

Data sharing is something that will also happen along with sharing out what we are doing to ensure students success due to the testing data. This will include sending home Aimsweb reports with feedback from ELA and Math teachers on how we are addressing this issues but also with positives on what student does well on.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.)

BHS will address these issues by first bringing awareness to all staff, not just classroom teachers, students and parents. As a whole we need to have transparency on the issues and what are the solutions. Once the initial meeting and awareness is brought forward we can then we will lay out the data meetings where we will be creating focus folders. The Principal will help facilitate the initial meeting of creating focus folders, why we are doing it, how to use it and the long term goal for focus folders and how to analyse data for classrooms and school wide refinements. This year we will also be adjusting individualized professional development through coaching cycles and what each teacher is needing. We will continue with instructional rounds for new staff or staff that are needing to observe others doing what is expected so they better understand a successful system.

As a SLT team will be monitoring school wide professional development. BHS will have 1 time a month on Wednesdays where administration and instructional coaches will be providing PD on school wide items that SLT sees we need more support on based off of school wide walkthrough data. The principal will also be completing training for instructional coaches on their roles and managing their time to better support instructional staff and giving feedback and positives.

BHA will need professional development on giving the AIMSWEB assessments and walking through reports and how to access the data.

Identify responsible parties and deadlines for corrective action.

At BHS our plan will be developed with SLT team members, administration and instructional coaches. Instructional coaches will be monitoring the refinement that is written into this Title 1 correction plan and at the weekly instructional coach and administration meeting we can discuss next steps and refinement to the implementation plan that will be developed.

Describe how progress will be tracked and monitored.

Progress of this plan will have to have a starting spot first. We will ensure we have a baseline for completion rates for Pre ACT, ACT and Aimsweb assessments. We will also gather the data on how students are performing on these assessments over the past 3 years. Once we have those pieces then throughout the year we will check in after assessments happen and compile the data again and share out to staff and students. Staff will have focus folders and reflection and refinement sheets to fill out after each data meeting. SLT will monitor the steps from our implementation plan and keep the team on track to ensure that testing and completion rates are being addressed.

25/26 BHS/BHA Assessments Plan