Enter School Name Here: Apollo High School

2019-20 SIP
2019-20 CSI

Equity Goal:
Decrease the achievement gap and eliminate barriers to learning among a racially, culturally and linguistically diverse population providing aligned core instruction for all students and assessing students using course standards.

World's Best Workforce Goals and District Strategic Goals. Implementation Plan 20.21

<table>
<thead>
<tr>
<th>All children ready for school</th>
<th>Positive Climate and Culture</th>
<th>All racial and economic achievement gaps between students are closed</th>
<th>All students are ready for career and college</th>
<th>All students graduate from high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Strategic Goal 5</td>
<td>District Strategic Goal 1</td>
<td>District Strategic Goals 2, 4</td>
<td>District Strategic Goals 2, 4</td>
<td>District Strategic Goals 2, 4</td>
</tr>
<tr>
<td>SEL/Engagement Goal: Equity Goal</td>
<td>Math: GOAL During the 2020-21 academic year at least 81.4% of students will achieve average growth (40-60) or greater in STAR math from Fall to Spring</td>
<td>College and Career Readiness: GOAL 100% of Apollo students will complete at least 5 lessons in advisory focusing on Get Ready's college and career readiness. (Gear Up, Get Ready)</td>
<td>Grad Rate: 2020-21 Goal</td>
<td></td>
</tr>
<tr>
<td>Achieve an agree or strongly agree on climate survey form 70% of our students on the following questions: 1. My teachers care about me (relationships) 2. My teachers make me feel good about myself (relationships)</td>
<td>Process We will align instruction, curriculum, assessments, pacing guides to a uniform structure and process district-wide, including grading and reporting evidence-based practices. We will implement EL and special education co-teaching into our math courses at Apollo.</td>
<td>Process Lessons that align with our district's WBWF goals and are grade-level appropriate will be provided for students. Students will use the product of lessons and inventories to develop personalized portfolios.</td>
<td>Process Goals</td>
<td></td>
</tr>
</tbody>
</table>

*Schools working with the Regional Center of Excellence will be supported in this process by an Advocate. Dr. Sylvia Huff is able to support all teams.*
3. Students respect one-another (relationships).

**Process:**
Staff will use the first 10 minutes of each class to develop connections and strong relationships (domain 2 of TCF)
Through advisory, we will be intentional about teaching the skills of social and emotional learning.

### Literacy Goal:
During the 20-21 academic year, at least 81.4% of students will achieve average or greater growth in STAR reading from fall to spring.

**Process:**
Teachers will break down material into meaningful chunks - using domain 6 of the TCF.

We will implement EL and special education co-teaching into our Language arts courses at Apollo.

We will implement AVID strategies i.e. marking the text and other scaffolds (sentence starters, word walls/boxes…) in EL co-taught classrooms.

Students will create google sites archiving artifacts from Get Ready’s college and career lessons and inventories.

Implement a College and Career Center (virtual and BAM).

We will closely track and respond to attendance and engagement data via student support teams.

<table>
<thead>
<tr>
<th>All children ready for school</th>
<th>All third graders reading at grade level</th>
<th>All racial and economic achievement gaps between students are closed</th>
<th>All students are ready for career and college</th>
<th>All students graduate from high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Strategic Goal 5</td>
<td>District Strategic Goal 2</td>
<td>District Strategic Goals 2, 4</td>
<td>District Strategic Goals 2, 4</td>
<td>District Strategic Goals 2, 4</td>
</tr>
</tbody>
</table>

**Suspension Goal:**
During the 20-21 school year, the discipline gap between black and white students will

*Schools working with the Regional Center of Excellence will be supported in this process by an Advocate. Dr. Sylvia Huff is able to support all teams."
Schools working with the Regional Center of Excellence will be supported in this process by an Advocate. Dr. Sylvia Huff is able to support all teams.

**Process:**
Staff will build respectful and supportive classrooms (domain 2).

Student support team will utilize alternative to suspension strategies whenever possible.

Using our PBIS and MTSS framework, we will implement school-wide tier 1 and tier 2 interventions.

We will hold weekly BARR risk review meetings to support our most at-risk and vulnerable students in grade 9.

*Schools working with the Regional Center of Excellence will be supported in this process by an Advocate. Dr. Sylvia Huff is able to support all teams.*