



Barry Goldwater High School: 2820 W. Rose Garden Lane, Phoenix, AZ 85027

Mission	Vision
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Team Members

Name	Title/Relationship
Anita Stulc	Principal
Brian Jacobs	Assistant Principal
Clint Bushbaum	Assistant Principal
Ellen Sizemore	Math
Gina Endresen	Science Department Coordinator
Jeff Fencl	Instructional Coach
Jessica Aguirre	Fine Arts
Joe Stempeniewski	IB Coordinator
Joyce Cooley	Principal's Secretary
Judi Lukaszewski	Secretary
Kristi Hurlburt	Instructional Coach
Laura Permenter	Counseling Department Coordinator
Marci Morrison	Social Worker
Mark Gorman	Assistant Principal
Marlina Keppner	Physical Education
Mike Barrera	Social Studies
Robyn Kreitl	CTE Department Coordinator
Ronda McWhortor	ELA Department Coordinator
Sue Barsky	Media/Library Specialist
Vicki Munoz	World Languages Department Coordinator

Goals:

Priority Area 1.3.1

Priority	Component	Objective
Excellence in Student Learning	Employees are Engaged in Student Customer-Centered Practices	Enhance and deploy programs and services that develop and nurture every student.

Goal Description

Principle 1 - Effective Leadership

Need Statement:

After reviewing the Comprehensive Needs Assessment and the AdvancED survey, it was noted that teachers and stakeholders need to be actively involved in setting of the goals for continuous improvement and improve the systems that are in place to

support teacher leaders as they collaborate and monitor and evaluate these goals. We identified Indicator 2.2, 2.7, 2.9 and 2.10 as areas of need.

Desired Outcomes:

BGHS will cultivate teacher leadership and establish and maintain a collaborative learning environment. Our leaders commit to sustaining a culture of high expectations and will collaborate to set clear, measurable, and attainable goals, communicate these goals and monitor the implementation of these goals.

- 1) A continuous improvement plan will be created, communicated, implemented, and monitored by teacher leaders.
- 2) Teacher leaders will review and revise the school vision, mission, exit outcomes and culture statements as part of a yearly cycle.
- 3) We will increase PLC effectiveness by 10% using the Solution Tree "Critical Issues for Team Consideration" instrument. This instrument provides almost step by step guidance for how to ensure essential learning is agreed upon and delivered and how formative and summative assessments are utilized to provide data that will then determine the need for Tier I, II and III changes or interventions. This is the collaborative work teachers are completing and the way we will continue to develop high quality teachers and ensure we build leadership capacity as we continue to provide training and clear, measurable and attainable goals.

Principle 2 - Effective Teachers and Instr...

Need Statement: The Comprehensive Needs Assessment, TELLAZ Survey and AdvancED surveys were used to determine need in the area of instruction. It is noted from these surveys that teachers need structures in place to support and grow teacher effectiveness and to ensure collaborative efforts are used to support the specialized needs of teachers and students. Identified areas of focus based on the comprehensive needs assessment included Indicators 2.2, 2.7. and 2.9.

Desired Outcomes:

BGHS will provide quality teaching and learning in a student-centered environment to improve student achievement, increase students' reflective practices and decrease D's and F's.

- 1) Using the PLC process, data from formative and summative instruction to drive differentiated learning and determine need for tiered interventions.
- 2) The MTSS model will be utilized to ensure BGHS provides ongoing opportunities for students to be successful through tiered interventions. This will social/emotional interventions as well as academic interventions.
- 3) Utilize PD and the PLC process to increase academic achievement as evidenced by increased proficiency in the following target areas:

5% increase in ELA achievement from our current rate of 27% to 33% as evidenced on the 2018 AzMERIT ELA Assessment;
6% increase in Math achievement from our current rate of 31% to 37% as evidenced on the 2018 AzMERIT Math Assessment;
3% increase in Science achievement from our current rate of 34% to 37% as evidenced on the 2018 AIMS Science Assessment.
Decrease the percentage of students in the "low" category SPG from 38% to 33% in ELA and from 39% to 34% in Math.
The percentage of students scoring at or above the college readiness level will increase by 5% from the current level of 30% to 35%.

Principle 6: Parent and Community Engagement

Parent and community involvement has been identified as a need. At the high school level it is a challenge to find ways to connect kids to community and to ensure parents and teachers have two way communication. At BGHS our goal is to involve and develop mutually beneficial partnerships with other schools and community members in order to increase the personal, social and academic success of all students.

Desired outcomes:



1) By May, 100% of students who are identified as needing Tier II or Tier II support will receive interventions including two-way communication with the family.

2) Identified partnerships with other schools, parents and community partners will be implemented to sustain yearly events and traditions.

Hide Detail





For questions related to ALEAT, please contact: ALEAT@azed.gov

End of Year Summary

Key Measures

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