

Guilford High School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Guilford High School

School-wide Improvement Plan 2018-19

1. Focus on Learning/School needs

The focus on learning for Guilford High School (GHS) is to utilize the SMART learning process and continuous feedback to progress monitor student growth at the classroom and PLC level. PLC groups monitor student growth through the use of short cycle PLC goals. Goals are aimed at improving instructional strategies in core courses and elective courses, as well. PLC goals align with the building SMART goals and are aligned to PSAT, SAT, and MAP student growth data. Teachers participate in weekly collaboration around data analysis regarding strengths, weaknesses, areas of need and strategies.

Guilford High School's building leadership team meets once a month to analyze data on various initiatives, their effectiveness according to gathered data and their implementation across the building. The leadership team is responsible for creating action plans and devising next steps to support social emotional, climate and culture, and academic progress towards GHS goals. Data analysis primarily focuses on building climate survey results, staff effectiveness with short cycle goals, PSAT, SAT, NWEA MAP, ACCESS, district assessments and benchmark exams, internal audit data surrounding academy implementation and 5essential survey results. Based on previous results the building leadership team is targeting best practice and research based strategies around literacy and numeracy as it pertains to PSAT and NWEA MAP results. As an example, GHS only had 50% of students meet their growth benchmark in math MAP growth and only 43% of students meet their growth benchmark in reading MAP growth. As a result, GHS school wide initiatives for the 2018 school year will include, but are not limited to: Growth Mindset Playbook study, What Great Teachers Do Differently PLC study, NWEA MAP assessment report training, K-12 score reporting training, Edmentum credit recovery and acquisition, K-12 Elevate advancement services, AP identification and support, technology in the classroom, SMART in the classroom, short cycle PLC goals, and Math excel.

After the data analysis process academy teams and building leadership will develop a working professional development calendar to increase teacher effectiveness at planning and delivering instruction based on the researched practices listed above. According to 5essential survey results teacher's showed a decrease in Collaborative Practices (45-38: state avg 38) in the last school year. GHS leadership team will develop and implement professional development as it relates to increasing teacher effectiveness in professional learning communities. PLC's will determine school level initiatives and strategies to help increase student achievement as they relate to GHS SMART goals, PLC goals, and the short cycle share out. Professional development will be aligned to growth mindset practices and instructional support that is positioned towards staff collaboration involving student goal setting, growth, and achievement.

In the area of SAT GHS has a mean score of 912 (state mean score is 1019) with only 18% of students meeting or exceeding in both SAT benchmarks. PLC groups will work to develop

instructional strategies that address specific SAT deficiencies based on K-12 score reporting data for question breakdown analysis. GHS will be adopting new strategies that include SAT vocabulary skill building, critical analysis, heart of algebra math function, and basic equation solutions. PLC groups will also work with the Khan Academy program to structure SAT and PSAT strategies as aligned to student growth metrics based on pre-assessments and student growth plans. Using resources such as MyMathLab and NoRedInk GHS will be able to provide interventions to students during their traditional school day in their traditional classroom setting.

In relation to NWEA MAP growth assessment data, trending data suggests an overall need in both math and reading skills and interventions. In math growth GHS had 50% of students meeting RIT score goals and 43% of students meeting RIT score growth goals in reading. However, both growth components placed GHS in the 30 percentile or below for student growth overall. GHS will be providing staff with professional development opportunities in regards to NWEA MAP. These opportunities will include: NWEA MAP trainer, growth mindset training, SMART in the classroom, peer observation, NWEA MAP fusion conference, K12 elevate student services, and data report tracking.

GHS dropped significantly (65-56; state avg 49) in English Instruction; and significantly (68-52; state avg 51) in Math Instruction as reported in the 5E survey. Guilford staff will utilize best practices and instructional methods based on effective use of technology in the classroom better engage students and increase student achievement. GHS will explore effective teaching methods, including collaborative methods to further engage students in the classroom and show growth. The use of student technology will be a big factor in further student engagement and creating collaboration among students and staff at GHS.

GHS dropped (44-37; state avg 53) in School Connectedness; dropped (45-42; state avg 62) in Human & Social Resources in the Community; and showed growth (16-20; state avg 20) in Importance of high school for the Future. GHS will develop an internal student survey to progress monitor PBS initiatives, student opinion. GHS will develop a plan to improve sub categories of the 5E survey. Activities will align with academic, social-emotional and college/career readiness benchmarks. GHS improved slightly (35-37; state avg 46) in Parent Involvement in School; slightly (37-42; state avg 54) in Teacher-Parent Trust; and slightly (35-43; state avg 52) in Parent Influence on Decision Making in Schools. We have poor attendance at Open House, Parent-Teacher Conferences, FAFSA nights, Back to School Night, and at other planned events. We believe that with the digital era parents feel they receive enough information via technology and do not see the need or value for face-to-face dialogue. GHS needs to create valuable, engaging events to bring more families to GHS for academic, social and college/career events.

GHS is currently at 43 for supportive school environment as determined by the 5essentials student completed survey. Guilford's leadership team will be utilizing tools in the social emotional category of student learning to help connect students to more resources and teachers at GHS. The tools used will focus on connecting students with trained faculty to increase their school relationships and help create healthier example of school relationships and a more positive working

environment for students who have experienced trauma. GHS will be seeking tools and consultants to help our staff increase our awareness of trauma informed care and trauma informed instruction in the classroom to help remove non-educational barriers in the classroom for our students.

A team structure, Building Leadership Team, was created during the 2015-2016 SY. The team now needs to conduct a comprehensive needs assessment with the staff. 5E results show improvement in every category, although slight in nature. Changing Principal's and hiring over 15 new staff members can create a state of uncertainty. The survey will dig into the mindset and ownership of staff members towards GHS goals and action plans. Data will be used to complete building SMART goal. 5E survey shows low ratings from teachers in areas of instructional leadership and teacher influence. Providing strategy sessions, including data review and decision making will provide opportunities for teachers to offer input. 5E survey category of Instructional Leadership, which contains the school vision, is trending downward. Administration and teachers feel that there are too many committees and too much is being asked of staff. We need to refocus our vision to meet the newly formed Building Leadership Team and create a process to implement Steering Committees when problems arise. The Leadership Team will use the needs assessment data to share baseline data and create a picture of the building as a whole, including a new Vision and Mission statement tied to the District's Strategic Plan. GHS interventions and professional development will include but not be limited to: implementation of school based survey, data analysis training, supplies and services to communicate vision and mission and purpose, and data analysis consultants to work with admin team and teacher team.

Guilford went through the first Quality Peer Review this spring (2017). The results showed that we were emerging in nearly every category across academies. Individual academies have created 1-3 year plans and will continue the work throughout the school year to bring GHS to model status in at least one academy. Academy teams are not mandatory and are held during contractual time. This scheduling issue often excludes teachers that use their time to teach additional courses or tutor students. Flexible time outside of contractual time is necessary to meet with all staff members at critical times in the school year. Planning and continual cycles of improvement (SMART goals) will be monitored. Academy teams will be able to utilize their SLC meeting time to progress monitor students in their academy, initiatives related to NSOP's, and academy initiatives for 21st century student skills and goals.

2. Special or Support Programs

List of Special/Support Programs

- I. Campus Life
- II. Rosecrance- youth based counseling
- III. EOS
- IV. Elevate K-12
- V. Youth Services Network

- VI. 21st Century after school tutoring
- VII. Edmentum
- VIII. Title I teacher
- IX. Academy coach
- X. College and Career readiness council
- XI. Academy support teams

3. School Wide Improvement/ Reform Strategies

Through the use of baseline data from College Board score reporting and NWEA MAP, Guilford has identified specific areas of concern relating to student growth and achievement in regards to classroom instructional strategies. According to our end of year 2017-2018 MAP growth data only 40% of 9th graders and 36% of 10th graders met their RIT growth target in the area of reading and only 37% of 9th graders and 43% of 10th graders met their RIT growth target in the area of math. GHS is in the 21st percentile for growth nationally in math for 9th graders. We are in the 43 percentile in growth nationally in math for 10th graders. In reading we are in the 25th and 37th percentile for 9th and 10 graders respectively. The growth rates and percentiles are all based on our spring 2018 data comparison charts.

Through the use of the SMART cycle process discussed in section 1, GHS will address key deficiencies in the areas of reading and math instruction as it aligns to the standards taught in the course. Given the poor overall growth as it relates to MAP data, domains that are foundationally important to both the instruction of reading and math have been identified by the respective staff and will have targeted intervention support in the classroom.

With the acquisition of new curriculum at both the English 9 and Algebra level staff are identifying MAP skill bands that align with overall deficiency areas that can be used as a starting point for interventions in the classroom. Both Algebra and Geometry teachers will have access to MyMathLab for individual students and will be able to use prescribed intervention strategies in the classroom to differentiate for students who have been identified in each individual skill band for Algebra and Geometry.

We believe the low growth in math according to MAP is a weakness in the area of heart of Algebra problems. When looking at PSAT Spring data for the same cohort only 34% and 24% are meeting 9th grade benchmarks and 10th grade benchmarks respectively in PSAT math. 9th graders have an average score of 408 out of 720 and 10th graders have an average score of 423 out of 760. The percentages correlate closely with that of the percentile growth in math according to MAP. Staff has identified key areas according to the PSAT exam to start classroom wide interventions in 9th and 10th grade math.

The percentage of students meeting the benchmark for evidence based reading and writing on the PSAT is 48% for both the 9th and the 10th graders according to our spring PSAT test results. PSAT benchmark results fair slightly better than the growth factors for MAP when it comes to reading and writing. However, MAP does not assess some of the same elements that are tested in PSAT ERW;

which could be part of the cause for an increase in achievement on the ERW portion of SAT over MAP. Teachers have identified skill deficiencies in the area of synthesis and analysis of a text which help both the students reading and writing abilities.

Using intervention programs such as NoRedInk, teachers will be able to provide classroom level interventions for students who are struggling in the targeted areas of reading and writing as defined by the MAP skill bands and the PSAT question analysis skill deficiencies. Newsela Pro will provide staff the opportunity to differentiate reading instruction and strategies in the general education classroom to meet the needs of all their students reading levels. These programs will allow teachers the opportunity to write interventions into their daily lesson plans and provide the opportunity for students to access multiple levels of instruction in the general education classroom.

GHS will also be working on creating a trauma informed school to help teachers bring trauma informed instruction into the classroom as another level of support that is provided in the classroom. With support from coaching, counselors, and the Title 1 teacher, general education teachers will have the opportunity to create lessons that are designed to help students in a high stress situation be able to cope and successfully manage mastery of certain skills and standards that would otherwise have been subjected to below mastery.

MyMathLab will play an integral role in multiple tier instruction in the math classroom to help meet the needs of the multiple skill bands and deficiency areas as defined by MAP and PSAT/SAT data reports. Teachers will be able to use MyMathLab to differentiate instruction in the core classroom to meet the needs of the students who need to master a deficient skill or need to move beyond the current skill they have already mastered. The tool will be utilized by core math classroom instructors with the support of coaching and goal setting with the Title 1 teacher.

Technology will play an integral role in the implementation of GHS' Title 1 plan. Technology offers teachers the opportunity to differentiate the skills and skill mastery in multiple lessons for classroom use. GHS has a focus on MAP student growth and SAT/PSAT student achievement. Through the use of multiple software options, student learning systems, and other free applications; such as Khan Academy, teachers will be trained on the utilization of these tools as they pertain to student engagement and student achievement in the classroom.

4. Mental Health, Specialized Instructional Support Services, Mentoring Services, and Other Strategies

GHS uses various in-house and outside agencies to help strategize and meet the needs of our diverse student population. The one constant support comes in the form of the districts staffed departments that help address student's social and emotional wellbeing. We have six counselors, two social workers, and one psychologist on staff that meet with students, run groups, and lead professional development for staff. GHS is also staffed with an attendance interventionist that is staffed through a district supported grant. The attendance specialist is responsible for intervening on behalf of students who are about to become truant or have become truant. The attendance

specialist works with a truancy officer who is staffed by YSN (youth services network) to help provide support to students and families to keep students in school.

GHS struggles with a 6% chronic truancy rate that the attendance specialist, truancy specialist and our academy principals work to combat. With support from YSN, Guilford will continue to provide programs and incentives to continue to lessen the chronic truancy rate. YSN is also a community partner that provides summer programming for our students to stay connected and partner with during the months they are not in school.

GHS partners with Campus life in the area of support for mental health and mentoring services. Campus life provides volunteers on a weekly basis who connect with students and provide one to one mentoring and help connect students with outside partners to get them better connected with resources in the community. Campus life also runs support groups before and after school and help to volunteer and participate in school sanctioned events and school groups.

Title 1 tutors help to support our level two and level three tiered interventions and students who have been identified as needing that support. Title 1 tutors help extend instructional time for students who may need more time to process the curriculum and the skills and standards taught in the classroom. Title 1 tutors serve as large group and one on one tutors providing support both in curriculum and intrapersonal skills that students may need to be successful in the classroom. Title 1 tutors provide support in academic areas that students shows deficiencies.

5. Activities preparing creating student awareness for postsecondary education and career.

GHS students will be exposed to multiple events, classes, and opportunities that will engage them in postsecondary education, opportunities, and trainings. These events, classes, and opportunities are designed to engage students in real world experiences for an understanding of skills and trainings needed for a variety of careers or higher education skills. Multiple events and experiences are designed to engage students in knowledge related to attaining a career in the student's field of interest. These experiences are designed to show students career paths for after high school or education paths to pursue a career field following high school.

The freshmen career expo is an event that is held annually in the fall for all our freshmen at GHS. The freshmen are exposed to career leading experts and industries in several different areas. Businesses in the greater Rockford area attend the expo and present information to the freshmen about their company, the work they do, and how someone can get into the field. The freshmen learn about training and education that is needed, jobs in the field, and potential opportunities within the community. The experience allows a great opportunity for our freshmen students to connect with hundreds of business partners in the community within a few short hours.

The freshmen at GHS also participate in a freshmen seminar course designed to prepare freshmen for life in high school and beyond. The curriculum focuses on skills needed to be successful in high school, college and job searching skills, and some basic life skills for experience outside of high school. Students will investigate different industries and career fields to try and find areas of interest for future investigation. Students identify an academy that is focused on four different career fields (human services, health sciences, business, and industrial trades). Students will then be a part of that career academy for their second through 4th year of high school. Courses are designed to engage students in different opportunities within those fields and help students prepare for a college degree or work related to that field of study.

Once students choose the academy that they want to participate in for the next three years they will have three milestone experiences within that academy. During their sophomore year, students will attend a site visit to one business partner within that academy and career field. During their junior year students will participate in a job related mock interview process with a business partner in that career field. Finally, during their senior year, students will participate in some type of job shadow or internship within that academy and their many business partners.

6. Describe any activities regarding the implantation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

GHS will be following a model based on trauma informed instruction or trauma informed care. GHS follows a code of conduct with well-established expectations for student behavior. Students who are acting outside of those expectations will be moved along the Multi-tiered system of support and the multiple tiers. The tiers are based on models and ideas coming from the "Paper Tigers" program and coaching methodology. Guilford's tiered model for student behavior is based on trauma informed instruction and creating a trauma informed school to address chronic student misbehavior and to help us develop better relationships with our families.

7. Describe any activities regarding professional development to improve instruction and use of data.

There is a need for professional development at Guilford High School and is necessary to help the implementation of curriculum and instructional strategies to help us achieve our school wide goals and increase our effectiveness with our PLC goals. Support in the area algebraic math skills and reading skills will be a focus for professional development and lesson creation skills. With the support of our Title 1 teacher we will support teachers in implementing strategies that help differentiate lessons in the general classroom setting and decrease the need for tier two or tier three interventions outside of the classroom. One area of need for professional development is the use of technology in the classroom to support our school wide and PLC goals.

We will also need professional development in the areas of data analysis for NWEA MAP testing and PSAT/SAT testing and skill deficiencies. Teachers at GHS will be provided professional development on the implementation of technology and programs in the classroom to help students be successful based on their skill deficiencies as defined by their MAP and SAT/PSAT skill deficiencies.

We will also be implementing professional development for teachers in the use of MyMathLab, Newsela pro, and NoRedInk. These programs are designed to help support tiered instruction and interventions in the general education classroom. Teacher will be trained on best practice methods for implementing these programs embedded within their lessons in order to provide support for all students at every intervention level in the general education classroom.

8. Describe any activities regarding strategies for assisting preschool student's transition from EC programming to the elementary school program.
9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

GHS is committed to the continued professional development and support for effective teachers and strategies in the classroom. Professional development opportunities will be offered through in-house school leaders, the board of education, regional office of educations, to enhance our teacher effectiveness. We will also offer opportunities for teachers to be able to participate in content specific seminars and conferences that further their in classroom practices and skills for effective teaching. GHS is also committed to training and retaining effective teachers through supporting a successful student teacher-teacher transition program. GHS is committed to participating in the effective training of student teachers to recruit them to stay in the classroom at GHS.

10. Responding to homeless families.

GHS has a homeless rate of 5%. GHS is committed to working with YSN and our districts families in transition (FIT) program to provide supports, resources, and access to keep our students engaged and has the full level of support needed to be successful at the high school level. We will continue to work with Campus life and other community organizations to help connect students to community organizations, resources, and mentoring opportunities to help support their engagement and success at the high school level. The school will continue to pursue options of supporting students and helping to alleviate the cost of participating in school events, programs, and sports. Currently, our homeless students participate in school events and sports at no additional cost to them and the school will continue to support students to do that

in the future. GHS has a goal of removing financial barriers for student participation in activities, sports, and events.

11. Describe any activities and/or approaches to engage parents in their child's education and school.

Guilford high school will continue to engage parents through back to school events, homecoming athletic events, senior recognition nights for sports and clubs, parent teacher conferences, open houses, and regular communication through academies and the principal's office. GHS engages parents through the recognition of participation in a sport or club at the senior level. We also engage parents in multiple open house, parent teacher conference, and back to school events. Through the work of academies, academy principals will send out regular newsletters that engage parents in the work that the academy is doing during that time.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title 1 plan.

GHS engages stakeholders through the academy model. Each academy has a group of community members that provide feedback to each academy in the development of programs to help engage students in the community and career fields in the area. Community members provide feedback that helps create and revamp programs that engage our students in meaningful career exploration and post-secondary opportunities. It also helps us connect local business partners with our student's teachers.

Teachers provided feedback to help develop the plan through GHS' building committee, school leadership team, and employee engagement survey. Teachers were able to provide feedback about the school and their thoughts about the current state of the programs in the school. Through this feedback, staff was able to disseminate whether they thought they had the proper tools, whether programs needed some intervening to improve, or whether new programs needed to be added or old ones taken away. The 5essentials survey was another instrument used to create the Title plan and that information was created by students, parents, and teachers about their belief in GHS' current state.