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

1. **Comprehensive Needs Assessment** – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process. **(Attached)**
2. List other special or support programs offered at your school.
   a) Make a Better Choice (Time Out Room, mediation, problem-solving, tutoring)
   b) Roundtable (after school tutoring, clubs)
   c) Lunch Tutoring
   d) Edmentum Credit Recovery and Credit Support for in-progress support
   e) MyMathLab
   f) Newsela Pro: reading, vocabulary and SEL support
3. Describe schoolwide improvement or reform strategies in narrative forms, to include:
   a. Opportunities for all students, including each of the subgroups (All students at AHS have the opportunity for lunch and after-school tutoring. Seniors who are off-track for graduation are scheduled into lunch tutoring; freshmen failing Algebra and English 9 are scheduled into lunch tutoring. Students in grades 10 and 11 are provided lunch tutoring as long as space is available; otherwise they attend roundtable after school for tutoring support. All students get support through Khan Academy, Newsela, and starting in the 2018-19 School Year they will have MyMathLab support. Auburn will have 2 Title 1 Teachers in the 2018- 19 school year with one focused on literacy and the other on numeracy. In addition we have added a Parent/Community liaison to help bridge the gap between home and school in an effort to increase parent engagement.
   b. Methods and strategies to strengthen and enrich the program (AHS is seeking to implement smaller group instructional practices (blended learning, Station Rotation Style) ; collaborative instructional practices (Project or Problem Based Learning) ; more frequent access and use of technology for multiple purposes (SAMR Model for technology) along with individual student goal setting (MAP in grades 9 and 10 and SMART Student Goal Setting in grades 11 and 12) and short cycle PDSA to track their progress more frequently and adjust interventions as needed to keep more students on track and improve the 4 year and 5 year graduation rates.

   c. Ways to address students' needs, especially those at risk of failing (AHS believes that utilizing MAP DATA to impact teaching and tutoring practices will keep more students on track and help interventions be specific and purposeful. In addition the data from MAP will be used for individual goal setting with students in grades 9 and 10; While data from Practice SAT and SAT will be used to help write and inform Individual Goal Setting in all grades as well as School SMART Goals in Literacy and Numeracy, PLC Goals. The School SMART Goals and PLC SMART Goals will inform Professional Development and related purchases of technology for both the purpose of delivering instruction and

support as well as differentiating learning and opportunities for products to demonstrate learning. We further believe that breaking students into smaller groups for guided instruction with the general education classroom teacher, the special education teacher who will be pushing into the classroom, and tutoring support using Khan Academy, Newsela and MyMathLab Data based on SAT and Practice SAT will prevent more students from failing the course on the front end and will lead to more student being on-track. We will take the approach that it is easier to keep a student on track than it is to get them back on track. Data dashboards for weekly progress monitoring of student on track will support this work. In addition, we believe that more students need access to engaging learning through Project-Based learning and more access to technology for the sake of learning content, collaborating with other students and staff, turning in completed work, learning how to type for online assessments, and using the internet in general for research and evaluation of online sources. Students at risk of failing often need more social emotional support than we can currently provide. We will need to increase opportunities such as our MAKE a Better Choice Room to help de-escalate students and repair damaged relationships between students and teachers via Restorative Justice Practices.

4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas. (AHS has 2 social workers, 6 counselors, 1 Mentoring Specialist who currently services students in our Make A Better Choice Room; 2 Title 1 teachers; A Parent/community Liaison; A school-based health clinic through Crusaders Clinic that provides full service physical, mental/emotional supports.)
5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs. (AHS offers all non- special programming 9th grade students one semester of Freshmen Seminar devoted to College and Career Awareness; all freshmen attend an Academy Expo focused on careers; we have Academy benchmarks for career site visits and college visits in grades 9-12. Academy Related Guest Speakers are a common practice; and college admissions officers are on campus each week.)
6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services. (Each Academy monitors their students for academic failures , social/emotional struggles; attendance and behaviors interfering with their ability to learn and stay on track with their GPA. The academy team identifies tutoring and credit recovery supports that are needed. Academy teachers also utilize our MBC Room as well as encouraging students to voluntarily go if they see that a student is potentially headed for an OSS without a change in behavior. Special Ed Case Managers monitor students with IEP's for on-track goal status.)

7. Describe any activities regarding professional development to improve instruction and use of data. (AHS provides weekly instructional strategies learning and follow-up coaching sessions by the Literacy Leader; Our Lit Leader is also the building SMART Coach for SMART Goal writing at both the teacher and student levels; Our Lit Leader is our PBL Certified Trainer; We have Google Certified teacher trainers in the building to support all staff in using google for educators; Our Lit Leader is also our building coach for MAP Assessments, Reports, student goal setting and using data to impact instruction; We have a SMART Team of teachers that support SMART Goal implementation and coaching across the building; 4 teachers plus the Executive Principal provide building-wide support in Short Cycle PDSA; We have brought in MAP Consultants for coaching with goal setting and reports usage; Staff are sent to College Board AP Trainings; Administrators and Department Heads get Danielson Evaluation training each year along with inter-rater reliability coaching and practice sessions; Teachers engage in Peer Observations as a limited practice at the moment but will increase in the coming year; All staff was trained on KHAN Academy and how to use it to support students with strengthening proficiency in the classroom as well as SAT practice/prep. Staff will have access to and PD with Newsela and MyMathLab beginning the 2018-19 school year.

8. Describe any activities regarding strategies for assisting preschool students 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. (AHS works collaboratively with our HR department to ensure that all teachers and staff have the required certification for their position. In addition, AHS follows the PERA guidelines for teacher evaluation completion for tenured and non-tenured teachers; our district also has a PAR Program for Needs Improvement rated tenured teachers; All staff at Auburn have weekly opportunities for PD with our Literacy Leader or Academy Coach, or Administrators.

10. Describe any activities and/or approaches to support homeless children and youth. (Homeless students are identified via the district homeless department. Students are supported with access to PE Uniforms, textbooks, Fieldtrips, and costs to recover credits, take night school at Roosevelt, get to and from school, visits to our school based health clinic, and sports fees.

11. Describe any activities and/or approaches to engage parents in their child's education and school. (AHS parents are invited to FAFSA completion, CAPA and Gifted Fall Open House; Parent Re-entry Conferences for OSS and Overnight Suspended students; Fieldtrip Chaperones; Guest Speakers when their career is appropriate; Volunteers on the Booster Club, Athletic events, Academy Support Teams; Parent Teacher Conferences in the fall and in the Spring; IEP Meetings, and conferences that are requested by the parent, teacher, or administrator. In addition Auburn will host 2 Parent Universities beginning the 2018-19 School year facilitated by our Parent Community Liaison.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan. (AHS engages schedules meetings that teachers, administrators, Special Ed admin, and parents may attend to review data and

offer feedback that informs Title 1 planning. In addition we have a quality Peer Review the past 2 years that parents participate in to provide feedback and opportunities for improvemennts.)