

**Consolidated School Improvement Plan  
Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A, Targeted Assistance Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.*

*All schools are required to have a school improvement plan, but they do not have to use this template.*

*For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.*

**Section 1: Building Data**

<b>1a. Building:</b> Grandview High School.	<b>1g. Grade Span:</b> 9th through 12th Grade <b>School Type:</b> Traditional High School
<b>1b. Principal:</b> Kim Casey	<b>1h. Building Enrollment:</b> 1016 Head Count September 2019 and 949.78 FTE.
<b>1c. District:</b> Grandview School District	<b>1i. F/R Percentage:</b> OSPI documents: 81.8% Low Income. Our District offers Breakfast and Lunch to all students. We also offer Breakfast After the Bell.
<b>1d. Board Approval Date:</b> .	<b>1j. Special Education Percentage:</b> From OSPI Report Card : SPED 1.1% 15%, 504
<b>1e. Plan Date:</b> September 2019	<b>1k. English Learner Percentage:</b> From OSPI Report Card 32%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Targeted Assistance.	

**Section 2: School Leadership Team Members  
"Guiding Coalition" Parent-Community Partners**  
Please list by (Name, Title/Role)

PLC Leaders- Jennifer Nagle-Santjer, Science; Kyle Gillis, Electives; Brad Charvet, CTE; Elizabeth Jensen, English; John O'Leary, Math; Chad Bunker, Social Studies;  Special Education- Rick Ramos  Graduation and Student Support: Tony Torres  ELL- Selia Mendoza	Administrators - Kurtis Reser, Kiim Casey, Derek Anderson; Jose Rivera and Luz Prieto for District Support  Counseling: Joshua Barboza, Beth Ice, and Irma Gonzalez-Ramos  Parents: Melissa Milanez, Esperanza Alvarez, Esteban Cabrera  Students - ASB officer  Classified; Delores Gonzalez
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### Section 3: Vision Statement

#### **Grandview School District Vision Statement**

Grandview School District in partnership with our scholars, families and community is investing in cultivating a culture of success by empowering and challenging each scholar to reach their full potential in all aspects of academics and life. Through a collaborative systematic approach, the Grandview School District is devoted to providing quality education that will empower and challenge all scholars to acquire and apply skills in an ever-changing community that values respect, tolerance, diversity and relationships.

#### **Grandview High School's Mission Statement**

We at GHS are:

Committed to building caring relationships  
Dedicated to academic growth and perseverance  
Invested in the future of our students and community

### Section 4: Culture of Equity Description/Statement

Grandview High School strives to foster and maintain high expectations regarding instructional/academic rigor, engagement, positive relationships, and a safe welcoming environment for all our students, staff & guests.

Each student, family, and community possesses strengths and cultural knowledge that benefits our school.

Ensuring educational equity means:

- Policies and practices are fair all scholars and provide for open and equitable access to resources, support, rigor, and a high quality education.

- Educational Leaders engage scholars, families, and community members in meaningful and relevant ways that lead to instructional improvement
- Educational leaders to engage students, families, and community representatives as partners in decision making to ensure all students have access to the instruction and support they need to succeed in our schools

The philosophies support the Grandview School District requirements of Title IX that are also found in our Student/Family Handbook: The Grandview School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/Section 504/ADA Coordinator/ Civil Rights Compliance Coordinator, 913 West 2nd Street, Grandview WA 98930. (509) 882-8520 \*updated 7/7/2016

#### Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

#### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
  - a. Based on WA-CAP data, which includes SBA test results, ELPA, and Interim Assessments we have some definite student groups that we need to focus our SIP and goals for 19-20.
    - i. ELL - specifically students have not transferred out of ELL after many years in the system.
      1. The ELL students continue to have lower overall test scores to our non-ELL students. This gap has reduced in the last few years, but it will continue to be a focus until there is no gap.
        - a. At 10th grade, 9% of ELL students were proficient in the ELA SBA assessment, compared to 47% of non-ELL students.
        - b. At 10th grade, 1% of ELL students were proficient in the Math SBA assessment, compared to 20% of non-ELL students.

- c. At 11th grade, 3% of ELL students scored proficient on the WCAS assessment compared to 26% of non-ELL students
      - d. Stagnant teaching mindset
    - ii. Math - The SBA scores and students entering college needing remedial math is the main area of focus. While we have seen improvement the improvement is very minimal.
      - 1. 20% of 10th grade students met standard in the spring of 2019.
      - 2. Attention will be given to PLC work, PDSA with a focus in Geometry.
      - 3. The STAR assessment will be our in building diagnostic tools used to measure growth within a school year.
      - 4. There is not one specific group of students that is far surpassing another. All math instruction will be a focus.
    - iii. ELA - The SBA scores still reflect about 29% lower than the state in ELA.
      - 1. The STAR assessment is new for 19-20 and will be a growth monitor for measuring same year growth.
    - iv. 9th Grade on Track - success of 9th grade or monitoring of F's by freshman has been a focus for 2 years now.
      - 1. With the additional support from Stand for Children and our 9th Grade Success Team we will be setting a goal of decreasing 9th grade students failing any classes by 20%.
    - v. Social Emotional Learning (SEL) - With a district wide focus on SEL and the support of our MTSS (multi tier system of support) team we are dedicating time, energy and resources to identify high ACES students and working with them through group meetings, individual supports and also helping to suggest other outside services. Review of the Healthy Youth Survey
- 2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
  - a. Causes
    - i. Vocabulary continues to be an identified area of concern. Students are able to explain using non-academic language but are either at a loss for words or use the wrong academic word.
    - ii. Students lack prior knowledge and/or life experiences that afford them the opportunity to expand their knowledge base. This is evidenced through their overall lower lexile levels in reading and their scores on the SBA Interim Vocabulary assessment.
    - iii. The lack of perseverance and/or growth mindset from both students and staff is another area that may be impacting our test scores. Students don't believe they can succeed and staff often believes that they cannot do much to impact student success.
    - iv. At risk factors including anxiety, depression, and problems with coping in large groups or crowds. This is in addition to bullying and social media problems that are on the rise.
  - b. Strengths
    - i. PLC - focused on instruction and increasing performance of all students.

- ii. Dedication of staff
    - 1. increased number of staff taking on additional roles to support student learning. This includes tutoring and programs outside of the traditional school day.
  - iii. District support
    - 1. Funding options for remedial and highly capable programs
    - 2. District administration involved by walking the school weekly and holding meeting to support the infrastructure of the programs at GHS.
  - iv. System-wide programs
    - 1. Attendance Huddles
    - 2. 9th Grade Success
    - 3. Guiding Coalition
    - 4. Social Emotional Learning
    - 5. Multi-Tiered Systems of Support
  - v. 3D coaching for all district and community coaches
3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)
- a. What strengths do they possess?
    - i. Students at Grandview High School demonstrate loyalty, respect for teachers and students, and the belief that they can succeed.
  - b. What challenges do they face?
    - i. Students face challenges including language acquisition, resiliency, and the commitment to sacrifice time now in order to be successful later. For example, time spent reading, studying, or practicing math facts outside the school day. At risk factors based on our Healthy Youth Survey show that students continue to struggle with how to cope with certain situations including communication with family members, social media situations such as bullying, drug usage and self-esteem..
  - c. What are some important relationships in their life?
    - i. Important relationships include family members, both immediate and extended, and friends.. In addition, coaches, advisors, graduation specialists, Gear-up staff, migrant staff, counselors, nurses, administrators and teachers all play a role in developing positive healthy relationships.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

- a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.
  - i. ELPA 21 is the assessment used to determine English language levels
  - ii. STAR Reading and Math is also used to measure growth
  - iii. Migrant Status is determined from surveys and continued monitoring throughout the year.
  - iv. Income surveys are used to determine student placed in program.
  - v. Student data including grades, behaviors, and attendance.
  - vi. SPED identification
  - vii. Priority for Service is compiled through multiple measures.
  
- b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.
  - i. This list includes students behind in credits, need for meeting graduation requirements on state assessments, attendance, and discipline.
    1. Depending on the grade of the student the data used to identify the students varied:
      - a. 9th grade - success on the SBA at the middle school, STAR Reading and Math scores, special program requirements, ELPA 21, 8th grade grades, attendance, and discipline
      - b. 10th grade - 9th grade transcripts for identifying credit deficiencies, interim data, STAR Reading and Math scores, special program requirements, 9th grade grades, overall credits obtained, ELPA 21, attendance, and discipline.
      - c. 11th grade - transcripts for identifying credit deficiencies, success on the SBA depending on if they took it as a 10th grader (this depended on what courses they took as a 10th grader, STAR Reading and Math scores, special program requirements, ELPA 21, 10th grade grades, overall credits obtained, attendance, and discipline

- d. 12th grade - transcripts for identifying credit deficiencies, preparation for meeting one of the 8 criteria for meeting state graduation requirements, success on the SBA, STAR Reading and Math scores, special program requirements, ELPA 21, 11th grade grades, overall credits obtained, attendance, and discipline
  - e. In addition to the traditional means, GHS and the GSD also provided summer school to students in the summer of the 2017/18 school year.
- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?
- i. Progress Monitoring will be done through multiple measures.
    - 1. STAR - Reading and Math will be used at the beginning and end of each trimester.
    - 2. Midterm report cards
    - 3. Trimester grades
    - 4. GHS 101 Monitoring
    - 5. Special population group meetings
    - 6. Attendance tracking through RaaWee
    - 7. Counseling and nursing input
  - ii. 9th Grade Success team
    - 1. Specifically monitoring tier two 9th grade students.

#### Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
  - a. Teachers advocate for students through our advisory program. Each advisor meets with their students for 20 min each day. There is a different focus each day.. Meeting student needs on an individual basis is a focus in PLC time. Data dashboards help to guide teacher groups in where to address student needs. WARNS assessments and attendance meetings with students and parents are held to identify barriers that inhibit students from attending school daily.
  - b. Tutoring is offered in a myriad of offerings.
    - i. ELL tutoring Monday through Thursday
    - ii. Content specific tutoring - Monday and Thursday are Math, Science on Tuesday, and ELA on Wednesday.
  - c. Credit Retrieval
    - i. traditional credit retrieval is offered Monday through Friday after school
    - ii. PASS credit retrieval is offered to our Migrant students Monday through Friday
  - d. IEPs and caseloads are managed and information is shared with all general education teachers to support the students' learning.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?
  - a. Certificated Staff -
    - i. PLC groups using a new focus that is student driven.
    - ii. Student Centered Coaching.
    - iii. Specific skills based tutoring for after school programs.
    - iv. Completion of cohort 6 in EL Achieve's training.
    - v. ELA work in 19-20 with Harriette Rasmussen.
    - vi. CTE - Applied Math Training
  - b. Paraprofessionals are continually offered professional development in the areas of language acquisition (EL Achieve), equity training (Dr. Cruz), their own PLC work on Fridays, SPED training for Right Response.
  - c. Counseling - ESD trainings, SEL training, PLC work, College Readiness PD
  - d. Intervention groups - Freshman Success Team, Attendance Huddles, Positive behavior interventions include monthly perfect attendance activities. This also includes student of the month in each department.
  
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
  - a. Training that has already taken place for:
  - b. Certificated Staff - PLC groups, First Applied Math training, CTSO advisor training, DATA tracking for Geometry teachers and time to create common assessments, Training in English and math in order to access STAR reporting and growth percentages for individual students. General Advisory Committee and program advisory committees in CTE. Industry professionals advise our teachers to inform and guide instruction for present and future. After school tutoring and modified scheduling for students who need additional support are also used to address learning outcomes. The EL Achieve training continues and our 6th cohort is being trained this year. BEST Grant for 1st and 2nd year teachers. Building instructional coach. ELA department work with Harriette Rasmussen.
  - c. Paraprofessionals are offered professional development in the areas of language acquisition (EL Achieve), equity training (Dr. Cruz), their own PLC work on Fridays, SPED training for Right Response.
  - d. Counseling - ESD trainings, SEL training, PLC work, College Readiness PD
  - e. Intervention groups - Freshman Success Team, Attendance Huddles, Positive behavior interventions include monthly perfect attendance activities. This also includes student of the month in each department.
  - f. Metrics used for identifying program success include:
    - i. Learning Walks with DO; GHS's own Walkthrough tool; Harriette Rasmussen peer walks; PLC Surveys; meeting minutes (attendance huddle); 9th grade success team data;
  
4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?
  - i. Changing mindset and culture of teachers and paraeducators align to their needs from being deficit mindset to a mindset taking into account the skills students do have. Example, students are on a pathway to being bilingual instead of they are English deficient.
  - ii. Teaching advocacy skills and the importance of progress monitoring in grades, behaviors, and attendance align to the needs of teachers and paraeducators who work with students who receive targeted assistance because these students often have acute needs in all three of these areas.
  
- b. How will the professional development activities benefit the students receiving targeted assistance services?
  - i. Additional time after school practicing the skills taught to these students benefits them because of a greater need to practice reading, writing, and mathematical concepts and procedures. Our after school tutoring services meet this need. Professional development activities around equity and freshman success rate also benefit students receiving targeted assistance.

#### Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.
  - a. Attendance huddles, meetings, and interventions reveal other behavioral, social-emotional and academic needs. During these meetings, counselors, administrators, advisors, and nurse are made aware of special needs for these students and it is written to a success plan for that student. Referrals are made by teachers when an emotional need needs to be addressed by counselors or a member of the staff. Drug and Alcohol counselors have been employed through Merit resources to help educate and prevent substance abuse. Areas of strength include tier I support for all students. Use of Raawee, Skyward, and Homeroom help staff members monitor student attendance, behavior, and grades. All students are offered tutoring, transportation, in class interventions. and offered basic counseling to help manage difficult situations. Areas that can be strengthened are Tier II and Tier III interventions for our most at-risk students. One graduation specialist and one educational advocate are not enough to manage caseloads. Additional capacity and additional training for mentoring programs and self regulation is an area to be strengthened. Other areas to be strengthened include language supports with EL achieve, and targeted tutoring for Math students.
  
2. How did your school identify these areas of strengths and improvement?
  - a. A needs assessment completed by teachers, counselors, and administrators in order to identify strengths and areas of growth was completed in conjunction with MTSS. Other data include SBA scores, ELPA scores, Attendance data through RaaWee, and academic monitoring through Skyward and Homeroom. Teachers also inform our plan by adjusting the SIP plan several times each year. Healthy Youth Survey, Data Dashboard.

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.
  - a. School and community systems interact throughout the year to assure continuity of support for students. For example, in the beginning of the year for a school year kick off for National night out, all the schools partner with members of the community to provide information around the supports and services that not only the schools, but fire, police, and health care providers also provide. During our last PD with Dr. Luis Cruz, the mayor was in attendance in order to help provide input to the cabinet. Multiple open houses, student led conferences, "A day with our Students" and Parent University are other ways that our school and community systems interact.
4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?
  - a. Parent University and fall open house and spring fling are areas of strength. Opening our school to guests at all times. This includes assemblies of all kinds, including but not limited to Senior Coin Assembly, Honor Society Induction, AVID graduation, Scholarship night, Night of the Arts festivities 3 times a year.
  - b. We continue to strengthen family and community engagement and partnerships through college nights, ELL Parent events, migrant outreach, and CTE advisory committees (regional model).
5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions
  - a. How does your targeted assistance program coordinate with core and additional programs in the school?
    - i. Continuous communication between district office staff, administrators, teachers and support staff is maintained. When there is a need such as tutoring and schedules meetings are called representing district office, administrators and program area specialists make decisions to affect change in our building. GEAR-Up, District Federal and State Programs (i.e. LAP, Migrant, Title IV). Partnership with Stand for Children and 9th Grade Success program.
  - b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Multiple measures are in place. These include mid-term progress reports, trimester report cards, 3 mid year STAR assessments, attendance huddles, IEP meetings, 9th grade success team meetings, bi-monthly counseling meetings, guiding coalition meetings, and TBIP meetings.
  - c. How do you support transitions between grade-spans?
    - i. The 8th to 9th grade transition is the most crucial. This preparation begins in February each year. From February to May we conduct 2 parent meetings, 2 group student meetings, STAMP testing, collaboration with the GMS - ELL team, the

SPED team, the Math team for proper placement. In August we hold a third parent meeting where we discuss supports that are offered at GHS as well as what parents and students can expect at GHS.

ii. Transitions from 9 to 10, 10 to 11 and 11 to 12 all have similar look. These include parent meetings in the spring and/or summer depending on the specific transition. In these meetings we discuss transitions to post-secondary education as well as additional support offered by GHS. Some programs that are covered are YV Tech, Running Start, SPED transitional planning, Open Doors, Credit Retrieval, etc.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

i. All students are provided opportunities to participate in electives and enrichment time including students in the targeted assistance program. Our CTE classes as well as other elective courses are offered and required for students in our targeted assistance program. Our schedules are built based on student demand and interest. Students sign up for the classes that peak their interest the most.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Parent and family engagement happens in many ways. Our goal is to openly communicate with all stakeholders in a way that they are aware of programs and services offered by GHS and GSD. During these various opportunities we share information and data on student success, attendance, transition plans, academic and social emotional supports.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We have and will continue to use surveys and sign in sheets to document number of attendees.

**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)

- English Language Proficiency Data (i.e. ELPA)
- Title III Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)

<input checked="" type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input checked="" type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> (Other) Attendance Data/RaaWee <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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Section 7: PLAN	
<b>SY 2019–2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>	
Goal/Priority #1 (G1) Increase Math Scores on SBA and STAR assessments in preparation for meeting graduation requirements.	Work within the Math department includes: <ul style="list-style-type: none"> <li>● Increased PLC time</li> <li>● Targeted assistance for tutoring after school</li> <li>● Growth Percentages</li> <li>● Professional development to discuss interventions and data informed instruction</li> <li>● Continuous monitoring of student growth and areas of focus</li> <li>● Scheduling adjustments to best address the needs of our students.</li> </ul>
Goal/Priority #2 (G2) Increase ELA Scores on SBA and STAR assessments in preparation for meeting graduation requirements.	Work within the ELA department includes: <ul style="list-style-type: none"> <li>● Work with Harriette Rasmussen around coaching and peer review</li> <li>● ERWC training and coaching around curriculum development</li> <li>● Common formative and summative assessments</li> <li>● Progress monitoring through STAR</li> <li>● Data informed instruction</li> </ul>
Goal/Priority #3 (G3) Improve 9th Grade Success rates.	Areas of focus: <ul style="list-style-type: none"> <li>● Develop a team to support 9th grade success</li> <li>● Monitor three areas: Grades, Behavior, Attendance</li> <li>● Train teachers to respond to student academic and social health, holistic learning.</li> <li>● Improved Parent Communication through Parent teacher conferences and attendance meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide additional professional development and training to support new learning of the team and meeting the team goals.</li> </ul>
<p>Goal/Priority #4 (G4) Decrease the GAP between ELL students and non-ELL students on state assessments and on-time graduation rates.</p>	<p>Areas of focus:</p> <ul style="list-style-type: none"> <li>● Academic language to be embedded strategically within content areas (CM)</li> <li>● Explicit Language Instruction for students identified for need (ELD)</li> <li>● Tutoring targeting ELL students. These sessions are done within the ELD classroom as a sheltered instruction (Safe Places with familiar faces)</li> <li>● Increase knowledge through professional development and supports for all staff</li> <li>● Parent and family engagement <ul style="list-style-type: none"> <li>○ ELL/Migrant parent nights</li> </ul> </li> </ul>
<p>Goal/Priority #5 (G5) College and Career Readiness including on-time graduation rates</p>	<p>Areas of Focus:</p> <ul style="list-style-type: none"> <li>● Pathways to Graduation <ul style="list-style-type: none"> <li>○ Training of Counselors and Administrators</li> </ul> </li> <li>● ASVAB testing on campus</li> <li>● SAT, ACT, PSAT, preparation and completion</li> <li>● Increasing Industry Recognized Certifications, and Dual Credit opportunities <ul style="list-style-type: none"> <li>○ Articulations with YVC</li> <li>○ CWU Courses</li> <li>○ AP in the classroom</li> </ul> </li> <li>● Program Area Pathways/sequencing of courses to prepare students for one or more of the following areas: <ul style="list-style-type: none"> <li>○ Business and Marketing</li> <li>○ Ag Science</li> <li>○ STEM</li> <li>○ Medical Science</li> <li>○ Teacher Academy</li> <li>○ Skilled Trades (Auto, Metal, Woods)</li> <li>○ Family and Consumer Sciences <ul style="list-style-type: none"> <li>■ Includes Culinary Arts</li> </ul> </li> </ul> </li> <li>● Parent and family engagement <ul style="list-style-type: none"> <li>○ College Nights</li> <li>○ College Visits</li> <li>○ FAFSA/WAFSA information and preparation</li> </ul> </li> </ul>
<p>Goal/Priority #6 (G6) MTSS Supports (SEL/Mental Health Supports)</p>	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>● Student Groups led by Danielle, Tony Torres, and Josh Barboza</li> <li>● Continued Training for Administrators, Counselors, Support Staff, Families and Teachers <ul style="list-style-type: none"> <li>○ Mindfulness, Anxiety, Bullying and Stress</li> </ul> </li> <li>● Study systemic changes for all students and plan for implementation. <ul style="list-style-type: none"> <li>○ Build foundational knowledge and language around common understanding of mental health, anxiety, bullying, and stress through professional learning..</li> </ul> </li> </ul>

## Section 8: DO

### SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Math PLCs - Intervention planning, curriculum planning, PD, summer Solution Tree for PLC leaders	Began mid September 2019	Derek Anderson, Math Kim Casey, PLC	Instructional Coach, teachers
A1) ELA PLCs - Intervention planning, curriculum planning, PD, summer Solution Tree for PLC leaders	Began mid September 2019	Kurtis Reser, ELA Kim Casey, PLC	Work with Harriette Rasmussen, Instructional Coach
A2) Tutoring - After School Daily by subject, Additional targeted assistance for math	Started October 2019	Kim Casey, Tutoring planning with teachers doing the tutoring	Core content teachers are working within PLCs to make sure proper supports are in place
A3) Stand for Children/9th Grade Success 7 team members, PD, travel, Data Monitoring Tool	Started August 2019	Kim Casey	Partners are Stand for Children and ESD105
A4) ELL Supports - Tutoring NABE conference for teachers, PD, parent engagement	Started October 2019	Kim Casey	EL Achieve, Teachers
A5) College Readiness/Preparedness and improving on-time graduation rates. College Nights, PD, staffing and planning	Started September 2019	Kurtis Reser	AVID, Tutoring, Tutors
A6) Parent and Family Engagement including parent nights, parent university, town hall meetings, etc.	Started September 2019	Kim Casey	GSD, Parent University, TBIP,
A7) Credit Retrieval	Starting mid-October 2019	Kim Casey	Advisor/Instructional oversight. Staffing APEX, PASS
A8) MTSS Support - SEL, TIA and conferences and travel for PD. Extra Summer Day PD	Starting October 2019	Derek Anderson	District MTSS leadership team; outside sources, OSSI partners
A9) CM - EL Achieve - including PD, cohort updates, walks	Year long	Kim Casey Derek Anderson Kurtis	EL Achieve

### 8e. Budget Table

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1) Math & ELA PLCs – Intervention planning, curriculum planning, PD, summer Solution Tree for PLC leaders	Lap/High Poverty	\$15,000
A2) Tutoring – After School Daily by subject, Additional targeted assistance for math	Title 1 –	\$8,000
A3) Stand for Children/9th Grade Success 7 team members, PD, travel, Data Monitoring Tool	LAP/High Poverty	\$15,000
A4) ELL Supports – Tutoring NABE conference for teachers, PD, parent engagement	TBIP/Title III	\$8,000
A5) College Readiness/Preparedness and improving on-time graduation rates. College Nights, PD, staffing and planning	Title IV	\$15,000
A6) Parent and Family Engagement including parent nights, parent university, town hall meetings, etc.	Title 1/LAP	\$5,000
A7) Credit Retrieval	LAP/Graduation Assistance	\$5,000
A7) PASS Credit Retrieval	Migrant	\$5,000
A8) MTSS Support – SEL, TIA and conferences and travel for PD. Extra Summer Day PD	Title IV	\$15,000
A9) CM – EL Achieve – including PD, cohort updates, walks	TBIP	\$10,000

### Section 9a: STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

#### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

#### Study Measuring Metrics

At GHS we have multiple ways to measure the success or lack of success in our programs. This list includes many of the metrics we use.

	<ul style="list-style-type: none"> <li>● Walkthroughs - They are done in multiple times in a week and sometimes multiple times in a day. They are conducted by both the building admin team as well as the district cabinet team. Data is kept of the building walks to determine what we are seeing and what next steps need to take place. When the district cabinet members walk the building we debrief after each visit and create plans of action and share successes.</li> <li>● Data Dashboard - this is a snapshot of daily/weekly/monthly grades, attendance and discipline. This information is shared with staff weekly at our staff meeting, on paper in their boxes and electronically. We also use Homeroom to support the sharing of this information.</li> <li>● Grade Checks - these are done 6 times a year, mid-term of each trimester and at the end of the trimester. This data helps us monitor student success and areas where intervention is needed.</li> <li>● Advisory - each student has the same advisor for their entire time at GHS. During the daily advisory period teachers build relationships, help monitor grades and attendance.</li> <li>● Student Success Teams - Each student has a SST made up of an administrator, a counselor and the student's advisor. This team is designed to problem solve and advocate for the student and their family.</li> <li>● STAR - we are now using STAR reading and math to progress monitor student growth. This assessment will guide our interventions and instruction. This assessment will be given at the beginning of the year, end of 1st trimester, end of 2nd trimester and at the end of the year. We will be analyzing student learning and teacher impact.</li> <li>● State driven assessments - this includes the use of ELPA21, SBA, WCAS to help us measure growth over time. We will be analyzing cohorts of students as well as comparing year to year. This overarching data helps with course planning and monitoring of teacher success.</li> <li>● RaaWee - Attendance is monitored through RaaWee and work is planned for parent and student meetings.</li> <li>● IEP - Special Education meetings, evaluations, re-evaluations, and transitional plans</li> <li>● PLC - both PLC leaders and individual PLC agendas, minutes, and action steps</li> <li>● 9th Grade Success Team - team agendas, minutes, Student talk protocols, and overall failure rates</li> <li>● After School Tutoring - logs, teacher feedback</li> <li>● Credit Retrieval - attendance logs, credits retrieved</li> </ul>
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<h2 style="margin: 0;">Section 9b: STUDY</h2>	
<p style="margin: 0;"><i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.</i></p>	
<p style="margin: 0;"><b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b></p>	
<p style="margin: 0;">Study <i>(SY 19-20 mid-year implementation)</i> <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p style="margin: 0;">The plan for progress monitoring will take place 3 times this year.</p> <ul style="list-style-type: none"> <li>● January 2020</li> <li>● March 2020</li> <li>● Final SIP plan review May 2020</li> </ul> <p style="margin: 0;">First Review December 1, 2019 through January 31, 2020 S5) for A5) Visited Colleges on _____ at Washington State University S5) for A5) Visited Colleges on _____ at Western Washington University</p>

## Section 10: ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
*(SY 19-20 mid-year implementation)*  
*What adjustments to your activities are you making after examining the results of your progress monitoring?*

PDSA cycles will be done for each identified goal. These cycles will allow for changes mid-year and will be re-evaluated after the dates above. Adjustments will be noted as results are found and driving the next PDSA cycle. Tentative dates for adjustments:

- January 2020
- March 2020
- Final SIP plan review May 2020