

# Grandview High School

## School Improvement Plan - 2018-19

### TITLE I, PART A TARGETED ASSISTANCE

#### COMPONENT #1: NEEDS ASSESSMENT

#### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

**19.1% ELL (OSPI report card 2016/17)**  
**68 % Low Income (OSPI report card 2016/17)**  
**17 % SBA Math (2018 WCAP)**  
**47 % SBA ELA (2018 WCAP)**  
**90 % Attendance (2018); 88 % Attendance (2017)**  
**9th Grade F Rate Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_**

The SIP team used these 2 guiding questions to help focus our work in component #1:

1. How does the school focus on the academic progress of English language learners?
2. How does your needs assessment integrate current school year quantitative and qualitative data? Is your needs assessment looking at trend data?
  - a. Quantitative
    - i. Scores - SBA, ELPA21,
    - ii. Lowest number of scholarships awarded
    - iii. Attendance
  - b. Qualitative
    - i. Walkthrough Data
    - ii. PLC discussion/collaboration
    - iii. Surveys

The work for the 2018-19 school year began as the final grading period came to a close and during the summer of 2018 as we received data from the SBA, ELPA21. The initial data showed a high graduation rate for the year and the largest number of students ever graduating at 227.

The data did show areas of concern. The Math SBA scores were lower than the year previous. Our passage rate for Math SBA is typically 10-15% below the Washington State average. However, our score continues to present an upward trend in overall performance. During the 17-18 school year our Math department began teaching a new curriculum, had 2 new teachers, and the test had never been given to sophomores before.

The data for GHS shows that our ELL students underperform in all academic areas. In addition, 9th grade students also are also an area of focus as it pertains to on-time graduation rate and success on the SBA as sophomores.

Plan - ELL Supports to close the gap.

- Teachers will be trained and implement CM programs from EL Achieve at Grandview High School and throughout the district. This program allows language skills to be implemented into all content areas. In addition direct language instruction will also be offered to monolingual students. This is called ELD, English Language Development.
- Word walls and content vocabulary will continue to be a focus of our school.

	<ul style="list-style-type: none"> <li>● PLC's will discuss and monitor their plans to support academic language support on a regular basis.</li> <li>● Intentional scheduling of ELL students so that they are in courses and with support personnel to help scaffold their learning of academic language and content.</li> </ul>
<p>Plan - Attendance</p>	<p>16/17 Year overall was 89.2%, in the 17/18 year the attendance rate was 90.2 %</p> <p>Our goal for the upcoming year will be 92% overall attendance rate.</p> <ul style="list-style-type: none"> <li>● Attendance will be monitored by our attendance clerk using Skyward. When students are absent without excuses, the attendance clerk notifies administrators who take corrective action.</li> <li>● Expanding on this practice, Raawee was first employed last year as another way to track student absenteeism. Raawee is a system that generates automatic letters to parents, and tracks unexcused, excused, and chronic absenteeism. <ul style="list-style-type: none"> <li>○ Actions are recommended such as letters home, parent conferences, Attendance contracts, community truancy board meetings, and becca/legal court meetings.</li> </ul> </li> <li>● Attendance huddles involving, site, district, and regional staff members will be an ongoing way to monitor our goals. These will take place at 9am on the third thursday of the month.</li> </ul>
<p>Plan - Quantitative</p>	<p>The goal for the upcoming year will be to increase our scores: Math by at least 10%, ELA by 5%, ELPA21 by transitioning at least 5 more students out than the previous year.</p> <ul style="list-style-type: none"> <li>● Math <ul style="list-style-type: none"> <li>○ We are in the 2nd year of working with new Math curriculum and we will continue to work with the CPM curriculum coaches. We have a new building instructional coach who will work with the Math team to learn to track data on a regular basis to inform instruction.</li> <li>○ State developed interim block assessments (IBAs) will provide formative data that captures students' ability in key concepts assessed in the Math SBA.</li> </ul> </li> <li>● ELA <ul style="list-style-type: none"> <li>○ We are in the 1st year of working with new ERWC curriculum. PLC time has a renewed focus on instruction. Collaboration time will center on understanding the units of study and developing instructional best practices for individual units lessons and teachers, sharing instructional practices and refining instructional strategies. Teacher will identify focus targets in reading and writing based on SBA data and develop assessment to track focus targets throughout the ERWC units.</li> <li>○ We have a new building instructional coach who will work with the ELA team to support teacher development.</li> <li>○ State developed interim block assessments (IBAs) will provide formative data that captures students' ability in key concepts assessed in the ELA SBA.</li> </ul> </li> <li>● Freshman Success Rate <ul style="list-style-type: none"> <li>○ GHS 101 is a new course designed to help support the 9th grade students. The course is designed to help with: <ul style="list-style-type: none"> <li>■ Understanding of computer systems including in district systems, learning management platforms and tracking of personal grades and attendance.</li> <li>■ Time management and organization</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Note Taking, study skills</li> <li>■ Peer to peer relationships; social media;</li> <li>■ Academic supports and tools: after school tutoring, counselors, and advocates</li> <li>● Increase the number of students applying for and receiving of scholarships <ul style="list-style-type: none"> <li>○ Added a scholarship support person who meets with students weekly to help with finding of scholarships, assisting with essay writing, and completion of them.</li> <li>○ College nights</li> <li>○ Preparation for college and university specific scholarships and need grants <ul style="list-style-type: none"> <li>■ FAFSA support from local colleges</li> </ul> </li> <li>○ College Board testing <ul style="list-style-type: none"> <li>■ PSAT, SAT, ACT</li> </ul> </li> <li>○ Dual Credit Programs</li> <li>○ Seal of Biliteracy</li> </ul> </li> </ul>
Do	<p>To support our plan we will be doing the following:</p> <ul style="list-style-type: none"> <li>● Closing the gap of our ELL Students <ul style="list-style-type: none"> <li>○ EL Achieve CM training of our Math Department and newly hired teachers in the Science, ELA, and Social Studies Departments</li> <li>○ Continued development and growth of our CM program for teachers that are in year 2 or 3 of implementation with a targeted focus on vocabulary and differentiated instruction for ELL.</li> <li>○ Using our TBIP support personnel to advocate for students needs in academics and personal areas. <ul style="list-style-type: none"> <li>■ Invite para support personnel to in-service days or other PD related activities.</li> </ul> </li> <li>○ Identification of students in PLC meetings who continue to struggle.</li> <li>○ TBIP para professionals who are in classrooms to support the highest need monolingual Spanish speaking students.</li> </ul> </li> <li>● Attendance <ul style="list-style-type: none"> <li>○ Parent communication <ul style="list-style-type: none"> <li>■ EduLink</li> <li>■ Parent Conferences</li> <li>■ Attendance Contracts</li> <li>■ Truancy board hearings</li> </ul> </li> <li>○ Tardies are the sign of a student who is struggling getting to school and as a result we have implemented an automatic referral system.</li> </ul> </li> <li>● Scholarships <ul style="list-style-type: none"> <li>○ Parent nights</li> <li>○ College fairs</li> <li>○ Colleges at Open House and Spring Fling</li> <li>○ Volunteers to help students with applications</li> <li>○ Monthly Scholarship Bulletin</li> </ul> </li> <li>● Assessments <ul style="list-style-type: none"> <li>○ Fall, Winter, Spring Interim Assessments for Science, Social Studies, ELA, Math, CTE</li> <li>○ SBA retakes in the fall for Math and ELA</li> <li>○ SBA in the spring, Math, ELA and Science</li> </ul> </li> </ul>
Study	<p>Throughout the year we will be studying the effects of our plan. Progress monitoring will be carried out in a myriad of ways.</p>

	<ul style="list-style-type: none"> <li>● Administrative Walkthroughs</li> <li>● Coaching cycles</li> <li>● Data collection and intervention</li> <li>● Data dashboard = number of F's and Attendance published for staff use</li> <li>● Monthly attendance huddles</li> </ul> <p>Based on the findings, adjustments will be made to our plan and action.</p>
Act	Based on our findings during the Study portion, we will act to improve student attendance, instructional practices for ELA and Math, and closing the achievement gap for our ELL population.
<b>COMPONENT #2: IDENTIFICATION OF STUDENTS</b>	
<p><b>PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS</b></p> <p>For the 2018/19 school year there were multiple measures used to assist in student placement in their courses as well as a process for which student progress is monitored and ultimately used to transition students out of the various support programs that ensure mastery of academic standards.</p>	
Plan	<p>When preparing for the 2018-19 school year these steps were taken:</p> <p>Various tools used to identify a student's need for support services includes:</p> <ul style="list-style-type: none"> <li>● Identification of various sub groups: <ul style="list-style-type: none"> <li>○ SPED, TBIP(ELL), Migrant <ul style="list-style-type: none"> <li>■ Priority for service monthly list</li> </ul> </li> </ul> </li> <li>● A main measure was the rank ordered list of students. This list includes students behind in credits, need for meeting graduation requirements on state assessments, attendance, and discipline. <ul style="list-style-type: none"> <li>○ Depending on the grade of the student the data used to identify the students varied: <ul style="list-style-type: none"> <li>■ 9th grade - success on the SBA at the middle school, Fountas and Pinnell reading level, special program requirements, ELPA 21, 8th grade grades, attendance, and discipline</li> <li>■ 10th grade - 9th grade interim data, Fountas and Pinnell reading level, special program requirements, 9th grade grades, overall credits obtained, ELPA 21, attendance, discipline, and PSAT testing scores when available. <ul style="list-style-type: none"> <li>● Most 10th grade students took the PSAT their 9th grade year.</li> </ul> </li> <li>■ 11th grade - 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, Fountas and Pinnell reading level, special program requirements, ELPA 21, 10th grade grades, overall credits obtained, attendance, and discipline</li> <li>■ 12th grade - success on the SBA, Fountas and Pinnell reading level, special program requirements, ELPA 21, 11th grade grades, overall credits obtained, attendance, and discipline</li> <li>■ 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.</li> </ul> </li> </ul> </li> </ul>
Do	<ul style="list-style-type: none"> <li>● EL Achieve - English Language Curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>○ ELD - English Language Development - for Level 1 and low-level 2 English Language learners.</li> <li>○ CM - Constructing Meaning - Used in Science, Social Studies and ELA as a strategy to help students master the English Language. while working within their content area.</li> <li>● Credit Retrieval <ul style="list-style-type: none"> <li>○ PASS is offered to migrant students to help them obtain credits which they are behind in.</li> <li>○ After school credit retrieval is a LAP program and is available to students who are in risk of not graduating on time.</li> </ul> </li> <li>● After School tutoring offered through Title I targeted assistance. Monday through Thursday 2:45 to 5:45 with certificated teacher.</li> <li>● Course Offerings <ul style="list-style-type: none"> <li>○ Algebra Intervention is used for 9th Grade interventions. Students are able to transition out of this course at semester or with teacher recommendation upon showing mastery of basic math concepts. Students need to show academic success in this class as well as in their core Algebra 1 course.</li> <li>○ Geometry Intervention is used for 10th grade students who have struggled in mathematical concepts and with their grades in prior years</li> <li>○ Bridge to College - ELA and Math <ul style="list-style-type: none"> <li>■ Designed to support students who have not met the graduation requirement on the SBA for ELA or Math. This is a specific curriculum to support those students.</li> </ul> </li> <li>○ Credit Retrieval is no longer a standalone course. Students are required to retake failed courses in ELA, Math, Social Studies, and Science in order to master required standards and demonstrate proficiency on the required State assessment. <ul style="list-style-type: none"> <li>■ Supports for students as early as their 2nd semester of their 9th grade year allow students to get support early and not wait until late in their high school career.</li> <li>■ By doing these courses during the day we meet students needs for transportation, work, and other family obligations. Often students cannot stay after school.</li> </ul> </li> </ul> </li> </ul>
Study	<ul style="list-style-type: none"> <li>● Progress monitoring: <ul style="list-style-type: none"> <li>○ Interim SBA Benchmarks</li> <li>○ Fountas and Pinnell yearly assessments</li> <li>○ Progress reports every 5 weeks</li> <li>○ Quarterly report cards</li> <li>○ Semester report cards</li> <li>○ GHS 101 grade monitoring</li> </ul> </li> <li>● Four student-support teams were created. Each team has an Assistant Principal, Counselor and advisory teachers who meet to discuss high need students, meet with parents and monitor student success.</li> </ul>
Act	<ul style="list-style-type: none"> <li>● Students exit programs at various times throughout the year. <ul style="list-style-type: none"> <li>○ Students who reach a level “Z” in the Fountas and Pinnell curriculum exit immediately upon reaching that level.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Students who transition up levels on the ELPA21 are transitioned accordingly. Teacher input is taken into consideration when placing students in ELD courses.</li> <li>○ Algebra 1 and Geometry intervention transitions happen at the semesters.</li> <li>○ LAP and Title 1 entry and exit procedures are used for student targeted supports.</li> </ul>
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**COMPONENT #3: PRACTICES AND STRATEGIES**

**PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM**

The SIP team will continue to analyze the student needs and how we were going to monitor, assess and transition students in and out of programs, we saw various themes emerge about what programs students were identified for and which targeted assistance programs were needed.

As a result we asked ourselves these 2 questions: What strategies or programs will be used to meet their needs? What strategies or programs will best help these students meet standard?

Plan	<p>Academic Supports</p> <ul style="list-style-type: none"> <li>● LAP - Algebra intervention</li> <li>● LAP - Geometry intervention</li> <li>● Credit Retrieval is no longer a standalone course. Students are required to retake failed courses in ELA, Math, Social Studies, and Science in order to master required standards and demonstrate proficiency on the required State assessment.</li> <li>● Language supports (CM) embedded in core subjects.</li> <li>● ELD class designated for lower level language learners.</li> <li>● LLI to help close the gap with lower-leveled readers in core subject areas.</li> <li>● SPED new Read 180 curriculum that designed specifically as a reading curriculum for SPED only.</li> <li>● 9th-12th grade non-negotiables in the grammar unit at the beginning of the year.</li> </ul> <p>Title 1 - Targeted Assistance Extended day - Tutoring available Monday - Thursday from 2:45 to 5:45 with certificated teachers.</p> <ul style="list-style-type: none"> <li>● Social Studies - Monday</li> <li>● ELA - Tuesday</li> <li>● Science - Wednesday</li> <li>● Math - Thursday <ul style="list-style-type: none"> <li>○ Certificated teacher</li> <li>○ AVID tutors supporting instruction</li> </ul> </li> <li>● Credit retrieval - <ul style="list-style-type: none"> <li>○ LAP Monday - Thursday offered as a graduation assistance program</li> <li>○ PASS Monday - Thursday offered as a migrant assistance program</li> </ul> </li> </ul> <p>TBIP specialist -- Full-time staffed position at GHS</p> <ul style="list-style-type: none"> <li>● Supports for ELL students in academics</li> <li>● Liaison with parents, students, teachers, admin, and counselors</li> </ul> <p>Targeted groups of students and supports and strategies to help them to meet proficiency or standard so that they can transition out of the program or out of an area of concern.</p> <ul style="list-style-type: none"> <li>● English Language Learners (ELL) <ul style="list-style-type: none"> <li>○ ELPA21 will be the main measure in addition to SBA and past grades.</li> <li>○ Case management of ELL students. Their main role is student advocacy and support.</li> </ul> </li> <li>● High Risk/Priority for Service <ul style="list-style-type: none"> <li>○ The indicators for this are:</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>■ Failing classes</li> <li>■ Attendance</li> <li>■ Credit deficiencies</li> <li>■ Discipline</li> <li>■ Not passing state assessments</li> </ul> <ul style="list-style-type: none"> <li>● Avant Test</li> </ul>
Do	<ul style="list-style-type: none"> <li>● Plan useful PD and use the district coaches to support staff <ul style="list-style-type: none"> <li>○ Best Grant mentor - Carol Bardwell - First year teachers</li> <li>○ Danielle Crihfield - ELL Instructional Coach</li> <li>○ Individual Admin members to partner with specific PLCs <ul style="list-style-type: none"> <li>■ The purpose of the partnership is to keep an emphasis on ELL supports and academic language</li> </ul> </li> <li>○ Science Network through ESD</li> </ul> </li> <li>● Modify student schedules <ul style="list-style-type: none"> <li>○ Shortened Day</li> <li>○ Alternative learning environments</li> <li>○ Interventions - F &amp; P, ELD, Algebra, Geometry</li> <li>○ Credit Retrieval - during the normal day or after school</li> </ul> </li> </ul>
Study	<p>The walkthrough data from both the CM tools and the building tool will be analyzed to determine staff needs and to celebrate successes.</p> <p>Analyze and reflect on the Interim SBA data in ELA and Math to determine if the curriculum and the strategies being used to deliver if the curriculum and used strategies are meeting the needs of the students and improving student learning.</p> <p>PLC groups to evaluate common assessment data and make changes based on greatest need.</p> <p>Site Council, Curriculum Council, PLC Leader Meetings, and teacher in-service days will also be used to monitor qualitative and quantitative data about the pulse of the school and student achievement.</p> <p>Data Dashboard and Teacher Failure lists are provide to teachers weekly and used to support a continued focus on interventions for overall attendance and students who are failing courses.</p>
Act	<p>Put interventions in place for students and teachers who show greatest need.</p> <ul style="list-style-type: none"> <li>● Inservice Day Plans target findings from walk-through data and interim data</li> <li>● Interim data drives instruction <ul style="list-style-type: none"> <li>○ PD planning</li> <li>○ PLC work for immediate changes in instruction</li> </ul> </li> </ul>

**COMPONENT #4: COORDINATION AND TRANSITIONS**

**PROCEDURES TO SUPPORT TRANSITIONS:**

Transitions between 8th Grade and High School; High School to other academic opportunities (Open Doors, CLC); transitions to College or post-secondary opportunities will continue to be monitored to ensure students are properly placed and supports are available to make these transitions smoothly.

The transitions in and out of programs such as ELL, Priority for Service, High Risk designation, and intervention programs are explained below. In addition, the 9th grade student success rate will be monitored to ensure proper student placement in or out of intervention courses, or placement in credit retrieval courses to help students remain on track for graduation.

Plan

Students identified as English Language Learners

- Students are assessed within 3 days of enrollment in GHS. Based on the assessment results students are placed in the following programs.
  - Monolingual or low-level ELL students are placed in the English Language Development (ELD) course. This is a pullout model. Students go to a specifically trained certificated teacher.
    - This group of students also receives mainstream push in support with a paraprofessional in their core classes.
  - Level 2 students, based on their initial assessment, are either placed in the ELD class or mainstreamed into core academic classes with paraprofessional support and CM strategies.
  - Higher level 2 and level 3 students receive EL Achieve's Constructing Meaning (CM) support in their core academic courses.
- When students reach a score of proficient they are exited from direct ELL supports, but still receive the CM strategies in their core classes and are progress monitored for two years after they exit the program.

Students who have been identified as needed Special Education (SPED) services:

- Students have an IEP meeting annually to ensure that they are placed accordingly and are showing growth.
  - At these meetings the student's caseworker, general education teachers, counselor, and administrators meet to discuss the student's plan and review it to make notes, changes or to discuss the need for a re-evaluation.
  - Re-evaluations are completed every 3 years and at that time the team makes sure that the students are receiving their education in the least restrictive environment.

Other educational opportunities:

- Contract Learning Center (CLC) is a Grandview School District school that offers an alternative learning environment. CLC is designed for students and their unique situations. This includes medical issues, young parents, full-time employment, self sufficient students, etc.
- Open Doors program is in a joint venture between the Grandview School District and Yakima Valley College. This program supports students who struggle in a traditional setting, but may not meet the unique requirements for CLC.
- Yakima Valley Tech (YV-Tech) is a coop in the Educational Service District 105 that combines multiple high schools together in a trade school environment. Students are able to take their core classes at their high school and get trade skills at YV-Tech.
- Running Start is a college-based program where high school students can earn high school and college credits at that the same time. This program is offered to 11th and 12th grade students who have met their state assessment requirements and want to begin work on their AA Degree.

When students transition from Grandview Middle School to Grandview High School we find that this transition to 9th grade is difficult. To help with the transition the follow steps are taken:

- Late spring of the 8th grade year counselors and admin team have multiple opportunities to meet with students and family.
  - Whole student assembly with the principal, club presidents, athletes, etc.
  - Testing for Spanish Language class placements
  - Evaluation of grades, test scores, etc.
  - High School counselors meet with middle school counselors to learn of any concerns or information about high risk students.
  - A meeting with 8th grade parents held at GHS late May each year.

	<ul style="list-style-type: none"> <li>● Link Crew - Is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.</li> <li>● Parent Meeting nights <ul style="list-style-type: none"> <li>○ Spring of the 8th grade year and prior to the start of the 9th grade year in August.</li> </ul> </li> <li>● Fall Fling <ul style="list-style-type: none"> <li>○ Departmental booths, clubs, colleges and educational supports are all at the event.</li> </ul> </li> <li>● GHS 101 <ul style="list-style-type: none"> <li>○ GHS 101 is a new course designed to help support the 9th grade students. The course is designed to help with: <ul style="list-style-type: none"> <li>■ Understanding of computer systems including in district systems, learning management platforms and tracking of personal grades and attendance.</li> <li>■ Time management and organization</li> <li>■ Note Taking, study skills</li> <li>■ Peer to peer relationships; social media;</li> <li>■ Academic supports and tools: after school tutoring, counselors, and advocates.</li> </ul> </li> </ul> </li> <li>● Four student-support teams were created. Each team has an Assistant Principal, Counselor and advisory teachers who meet to discuss high need students, meet with parents and monitor student success.</li> </ul> <p>Senior transition to postsecondary education of some kind or college is encouraged. There are supports in place to not only encourage students but to help them with this transition. These supports include:</p> <ul style="list-style-type: none"> <li>● Counselor checkins</li> <li>● Graduation Coin Commitment ceremony</li> <li>● Advisory activities</li> <li>● FAFSA sign up</li> <li>● SAT waivers</li> <li>● Heritage University and other college visits</li> <li>● College Fairs</li> <li>● AVID College Visits <ul style="list-style-type: none"> <li>○ Gear up supports students</li> </ul> </li> <li>● ACT testing site</li> <li>● Scholarship Nights</li> <li>● College Night</li> <li>● TBIP student advocate continues to support and guide students for postsecondary education.</li> </ul>
Do	<p>The goal is to make sure that these planned activities happen it will be necessary that the SIP team execute the following items:</p> <ul style="list-style-type: none"> <li>● Link Crew</li> <li>● Class Meetings with the admin team</li> <li>● Fall Fling</li> <li>● Spring Fling</li> <li>● Graduation Coin Commitment</li> <li>● GEMS Advisor check ins</li> </ul>

	<ul style="list-style-type: none"> <li>● AVID College visits</li> <li>● FAFSA days from Heritage and WSU and other partners to be held at GHS</li> <li>● SAT for 11th and fall of 12th grade</li> </ul>
Study	<p>Gain feedback from above mentioned executions, alter programs to make better.</p> <ul style="list-style-type: none"> <li>● Surveys for teachers after PD, in-service days, after conferences and other major events</li> <li>● Parent surveys when a student enters GHS (fall 9th grade)</li> <li>● Parent survey when a student exits GHS for any reason other than graduation</li> <li>● Parent surveys when a student graduates</li> <li>● Student requests during spring to make sure that the students are getting not only what courses they need for graduation requirements, but that elective courses are being offered that support student interests.</li> </ul>
Act	<p>The information will be analyzed as the year progresses and it will be managed so that information can be used as we plan for the next academic year and for future classes with plans to increase numbers to college and postsecondary programs.</p>

**COMPONENT #5: PARENT & FAMILY ENGAGEMENT**

The guiding question for component 5 that led our work was: How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Parent and family engagement have continued to be offered. We continue to look to adjust/modify our parental opportunities based on feedback and the changing needs of our community. In 18-19 we have added additional community outreach through a town hall meeting class meetings for parents at the beginning of the year, fall fling, and brought back the homecoming parade. We will continue our family newsletter notifying them of ELL nights, language acquisition programs, after school initiatives to help increase 9th grade success rates, and attendance data.

Plan	<p>Identify programs of highest and lowest participation rates by parents.</p> <ul style="list-style-type: none"> <li>● Sports programs are highest</li> <li>● Academic programs</li> <li>● Drama/music/arts</li> <li>● CTE/FFA/DECA</li> </ul> <p>Family Involvement</p> <ul style="list-style-type: none"> <li>● Student-Led Conferences - Parent/Student conference with teachers <ul style="list-style-type: none"> <li>○ Fall and Spring</li> </ul> </li> <li>● Start of year events <ul style="list-style-type: none"> <li>○ Parent nights by grade level in August</li> <li>○ Fall Fling in September</li> </ul> </li> <li>● Continued family events <ul style="list-style-type: none"> <li>○ Migrant nights</li> <li>○ TBIP nights</li> <li>○ Town Hall Meeting with the principal</li> <li>○ Spring Fling</li> <li>○ Federal and State Program event</li> </ul> </li> </ul>
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Do	<p>The goal is to gather data so that we can determine the impact and effectiveness of the events. Set goals to increase. Strengthen all programs with emphasis on struggling programs.</p> <ul style="list-style-type: none"> <li>● Parent night for all classes</li> <li>● Fall Fling</li> <li>● SLC</li> <li>● Homecoming Parade</li> <li>● Site Council</li> </ul>
Study	<ul style="list-style-type: none"> <li>● Take polls/surveys</li> <li>● analyze minutes from committee meetings</li> <li>● evaluate results from each event to find positives and negatives.</li> <li>● measuring attendance at events</li> </ul>
Act	<p>The information will be analyzed as the year progresses and it will be managed so that information can be used as we plan for the next academic year and for future classes with plans to increase numbers of parents attending.</p>

**COMPONENT #6: PROFESSIONAL DEVELOPMENT**

The team chose the following question to guide the work and tie all of the components together: 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?

The professional development that will be offered for 2018/19 will focus on the success of our targeted assistance identified students. The information below shows our steps we will go through to procure a successful PD year.

Plan	<p>Professional Development -- Building-wide training to take place, with identification of groups to strategically strengthen staff instruction.</p> <ul style="list-style-type: none"> <li>● Meeting needs of all staff- <ul style="list-style-type: none"> <li>○ Multifaceted training for identified staff members <ul style="list-style-type: none"> <li>■ Breakout sessions during teacher in-service days with all staff will be based on need and will intentionally invite paraeducators</li> <li>■ 2 staff members identified to attend Learning Network to increase building capacity for strong leaders.</li> </ul> </li> <li>○ PLC Leader training Harriette Rasmussen</li> <li>○ Summer institute AVID Training and seminars throughout the year.</li> </ul> </li> <li>● Language Acquisition <ul style="list-style-type: none"> <li>○ ELD</li> <li>○ EL Achieve training for Constructing Meaning (CM) for core subject teachers <ul style="list-style-type: none"> <li>■ Cohort 1 - 2016/17 for Social Studies and Science</li> <li>■ Cohort 2a 2017/18 for ELA teachers</li> <li>■ Cohort 2b 2017/18 for new hires in SS and Science</li> <li>■ Cohort 3a 2018/19 for Math teachers</li> <li>■ Cohort 3b 2018/19 for new hires in SS, Science and ELA</li> </ul> </li> </ul> </li> <li>● Attendance <ul style="list-style-type: none"> <li>○ Raawee</li> <li>○ Monthly Attendance Huddle meetings</li> <li>○ Training additional support staff to help with calls and setting up of parent meetings.</li> </ul> </li> <li>● Retention of New teachers <ul style="list-style-type: none"> <li>○ New staff members to receive one-on-one training with the building principal</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ New teacher mentors <ul style="list-style-type: none"> <li>■ Best Grant</li> <li>■ In building mentor teachers</li> </ul> </li> <li>● Paraprofessional training <ul style="list-style-type: none"> <li>○ ESD 105 resources for training paraprofessionals</li> <li>○ Summer EL Achieve para training</li> <li>○ EL instructional coaching support</li> <li>○ GHS Teacher In-Service Days</li> </ul> </li> </ul> <p>Professional Learning Communities --</p> <ul style="list-style-type: none"> <li>● Unit Data</li> <li>● Interim Assessment Data</li> <li>● Collaboration of teaching strategies</li> <li>● Awareness of failing students <ul style="list-style-type: none"> <li>○ By department</li> <li>○ By sub group <ul style="list-style-type: none"> <li>■ ELL, Migrant, SPED</li> </ul> </li> <li>○ By grade</li> </ul> </li> </ul>
Do	<p>Provide appropriate PD</p> <ul style="list-style-type: none"> <li>● ELD/CM</li> <li>● One on Ones with New teachers (quarterly meetings)</li> <li>● Instructional coach caseload to work with new teachers and support existing teachers</li> <li>● Best Grant with new coach to work with 1st and 2nd year teachers</li> <li>● RaWee</li> <li>● F List and work around Mindset/Paradigm shift</li> <li>● Classified Meetings <ul style="list-style-type: none"> <li>○ PLC for Para's at 1pm</li> </ul> </li> <li>● Site provided professional development on district determined dates <ul style="list-style-type: none"> <li>○ CM strategies</li> <li>○ AVID Strategies</li> <li>○ SPED support</li> <li>○ collaboration and inquiry</li> </ul> </li> </ul>
Study	<p>Using the electronic walkthrough tool data, the CM data, attendance data, 9th grade success rate, and compare that data to student success rates in classes and thus the percentage of the on time graduation rate will be the basis for future PD. It will be necessary to evaluate the different work throughout the year, such as:</p> <ul style="list-style-type: none"> <li>● PD evaluation through exit tickets, surveys, etc.</li> <li>● Survey the paraprofessionals and be able to learn from all of them so we can then take action to support their needs.</li> <li>● How has attendance changed (positively or negatively) based on meetings with parents, the community truancy board, and the large focus on attendance in the entire district.</li> <li>● Study the success of GHS101 and its impact on freshman success.</li> <li>● Work specifically with freshman advisors, teachers and families to gain helpful insight on how to make freshman more successful</li> </ul>
Act	<p>Enact changes after gaining feedback from study block of PD Cycle.</p>