

Compass High School

2015-16

School Improvement Plan

10 Components of a Targeted Assistance Plan through Title 1



HOME of the EAGLES

Excellent Academics, Great Learning Environment

Compass High School
Home of the EAGLE's

Compass High School was established in 1994 through the vision of then superintendent Mick Palanuk and the building leadership of principal/lead teacher Patricia Birr. The school originally met in a 'portable' classroom across from Westside Park (the site of today's McClure Elementary), gradually growing to fill three portable classrooms grouped end-to-end. In 2002, Compass High School moved to the main floor of the old (1938) high school below the district offices, and remains there at this time. Compass High School's first graduating class numbered 12. The graduating class in the last years has ranged from the high 30's to the high 50's.

At present, Compass High School serves over 110 students. The 100+ students at Compass High School are scheduled in a very typical high school schedule of 5 periods. There is an advisory every Friday. This class called EAGLES focuses on life after high school and making more well-rounded citizens in our community. Compass High School strives to be purposeful, engaging, and rigorous in all phases of our endeavor by emphasizing attendance, academics, and citizenship.



TEN COMPONENTS OF A TARGETED ASSISTANCE PROGRAM

1. COMPREHENSIVE NEEDS ASSESSMENT

Compass High School is a Title I – Targeted Assistance School. As of November 2, 2015 Compass' current enrollment is 108, (up 8 from this time last year). The students are in grades 10-12. Based on the data from Washington State Report Card using the data from the 2014-15 school year, approximately 27% (up 3% from last year) of the students are classified English Language Learners (ELL); 58% (up 4% from last year) of the students are male; 94% (up 7% from last year) of our students are Hispanic.

Currently the Homeroom Data Source used by the Grandview School District on November 14, 2015 showed the following data:

- WA State English Language Arts testing requirements – For the graduating class of 2016 the students may pass the HSPE Reading and Writing OR pass the SBAC ELA test.
- Class of 2016 data – 52 students labeled class of 2016
 - ELL students - 15
 - ELA – HSPE OR SBAC – of the 52 students labeled as graduates of the class of 2016 or before 34 have met this graduation requirement. Remarkably disturbing is the fact that 13 of the remaining 22 needing to meet this requirement are identified as ELL.
 - Math – EOC, COE, or SBAC - of the 52 students labeled as graduates of the class of 2016 or before 27 have met this graduation requirement. Interestingly enough less ELL students are struggling in Math than ELA because only 11 of the remaining 29 needing to meet this requirement are identified as ELL.
 - Science – is not a graduation requirement for this graduating class.
- Class of 2017 data - 30 students labeled class of 2017
 - ELL Students - 8
 - ELA –SBAC – as of now only 2 students have met this requirement
 - Math – SBAC – as of now no 11th grade students have taken the Math SBAC. They will take it this May.
 - Science – EOC – as of now 7 students have met this requirement
- Class of 2018 data – 24 students labeled class of 2018
 - ELL Students - 9
 - The class of 2018 has not taken any of the SBAC tests required for graduation as they will only take them as juniors or during the 2016-17 school year. They will need to pass the following tests for graduation:
 - ELA –SBAC
 - Math – SBAC
 - Science – EOC

There are many ways to identify high risk or high needs students. The Washington State Report Card provides additional information about Compass High School and this data is used to help all staff focus on individual student needs. For the 2014-15 school year:

Student Demographics		
Enrollment		
October 2014 Student Count		100
May 2015 Student Count		88
Gender (October 2014)		
Male	58	58.0%
Female	42	42.0%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	94	94.0%
Black / African American	1	1.0%
White	4	4.0%
Two or More Races	1	1.0%
Special Programs		
Free or Reduced-Price Meals (May 2015)	60	68.2%
Special Education (May 2015)	1	1.1%
Transitional Bilingual (May 2015)	24	27.3%
Migrant (May 2015)	18	20.5%
Section 504 (May 2015)	1	1.1%
Foster Care (May 2015)	1	1.1%

Compass High School has a few very unique statistics that must be noted when discussing the needs of the student population. They are:

- Every student (100%) of the students are credit deficient at the time of their enrollment into the program.
- Since the beginning of the 2014-15 school year no students have been admitted to Compass High School that have the need for Special Education Services.
- Compass like every public school in the state is required to meet Annual Yearly Progress or AYP; however, Compass has never had over the *N Value* for the number of sophomores to merit a rating in AYP.

In summation of our needs assessment the entire Compass staff has written their group student learning goals around improving the instruction provided for our ELL students. The goal is shown below:

The Compass High School PLC has identified 24 English Learners in our school who will all improve their proficiency in CCSS grade 10 literacy standard #6 in the 2015/2016 school year.

This learning goal is important and meaningful because it improves their critical reading skills and their ability to collect and utilize evidence to support their claims. This will lead to improved scores on standardized assessments.

- *Students will improve 2 points on the PLC designed rubric for the point of view reading assessment*
- *If the students are reading below the level of z on the F & P at the start of the year students will improve 2 letters when comparing fall 2015 to spring 2016*
- *If students took the SBAC in Spring 2015 they will increase their overall score by 50 or more points when comparing to spring 2016 results*
- *Meeting a score of level three or “at standard” on the SBAC.*
- *Conferring notes assessing reading data of complex text.*
- *Improve on the ELPA 21 by one level*
- *By transitioning out of the ELL program*
- *By increasing at least 20 points on the ELPA 21*

2. REFORM STRATEGIES:

Based upon the above needs assessment Compass is focusing, as is the entire Grandview School District is, on improving our state test scores. Specific targeted areas are the Math and the English Language Arts Common Core State Standards (CCSS). The ELA CCSS are being imbedded across the disciplines.

The analysis of the data from the various needs assessments Compass will be setting the following goals:

By the end of the 2015-16 school year students will read and comprehend texts with increased text complexity as defined by CCSS Reading standard 10. This learning goal is important and meaningful because it is necessary for students to read higher level texts with increased complexity to be able to meet standard on the SBAC.

- *If students are reading below the level of Z at the start of the year students will improve 2 letters when comparing fall 2015 to spring 2016.*
- *If students took the SBAC in 2014- they will increase their overall SBAC score by 50 or more points when comparing to spring 2015 results.*
- *Meeting a score of level 3 or “at standard” on the SBAC.*
- *Improving 2 steps on the argumentative writing argument rubric comparing the fall of 2015 to the spring 2016 assessment.*
- *Unit assessments versus pre-assessments in ELA units during the school year.*
- *Conferring notes assessing reading data of complex text.*

The reform strategies that we are currently using include, but are not limited to:

- Student Guidance and Awareness
- AVID – strategies are used school-wide
 - Notebooks
 - Student Planners
- English Language Arts (ELA)
 - Balanced Literacy
 - Departmental Unit writing across grade levels
 - Argumentative Writing
 - Fountas and Pinnell –
 - Already this fall, a pre-assessment was given to all students and an end of year assessment will be given to show the growth of the students’ improvement in Reading.
 - Leveled Literacy Intervention (LLI) strategies are being used as an intervention for our lowest achieving students
- Math
 - Complex Instruction – Using group roles to improve status for all learners
 - Growth versus Fixed Mindset Development (Dweck)
 - Unit planning and development focused on the Common Core Math Practices
 - Student friendly argumentative rubric when constructing viable arguments.
 - Collection of Evidence (COE)
 - Math Year 1
- School wide reform strategies
 - Shared Reading – used in ELA, Social Studies (SS), Science, and the elective classes.
 - Complex Instruction – Using group roles to improve status for all learners
 - Turn and Talk
 - Private Think Time

3. INSTRUCTION BY HIGHLY QUALIFIED STAFF

The school has 6 full-time and one part-time certificated teachers, one certificated full-time counselor and a certificated administrator. One of them has a Masters Degrees and one has a PhD. The certificated staff’s average experience in the educational field is nearly 20 years. All teachers are highly qualified as defined by No Child Left Behind, and Compass has zero teachers with emergency certificates.

The Grandview School District received a Title IIA Highly Qualified Grant for the 2014-15 school year. Compass works closely with the GSD Human Resources department to ensure that all applicants that apply with the building have proper certifications and they meet the Title I ESEA Highly Qualified requirements.

The Principal has signed the Principal Attestation stating that all teacher and paraprofessional in this Title I, Part A school meet the provisions of ESEA Section 1119 – Qualifications for Teachers and Paraprofessionals for the 2015-16 school year.

4. PROFESSIONAL DEVELOPMENT ACTIVITIES

Compass Staff participates in district-wide and building-specific ELA and Math professional development opportunities in the following areas:

- Professional Learning Communities – PLC's
 - Teaching Strategies
 - All content areas receive training in English Language Arts strategies
 - TPEP training
 - Goal setting
 - Complex Instruction
 - Data Analysis
 - Intervention – LLI
 - ELD – English Language Development trainings
- Washington Association of Bilingual Education – WABE
- English Language Proficiency –ELP training for all staff
- Professional Development
 - Conceptual Math
 - Literacy training
 - Next Generation Science Standards
 - Social Studies – Unit Writing and Technology in the Classroom
- PBIS strategies
 - EAGLE Tickets
 - Platinum Awards
- Washington Alternative Learning Association - WALA conferences
- Database training – Using Homeroom
- Para Educator Training

5. ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS:

Compass High School needs the most well-rounded and professional teachers to work with this underachieving population. Teachers must be Highly Qualified and also must possess unique personal traits of inner strength and resiliency. Pre-interviews are done over the phone. Then interviews are conducted and on the interview panel are staff from within the building. Prior to a position being offered multiple verbal reference checks are done and during these verbal reference checks questions are asked about the applicant's strengths and weaknesses.

- Teacher Recruitment is advertised on the district website
- Administrators and/or the Human Resource Department attends career fairs
- To attract and retain high quality teachers – the district has contracted with higher educational institutions to contract the placement of student teachers in our schools

- Scheduled Instructional Learning Team (ILT) walk-throughs are done with the secondary administrators to help guide teachers as they work on embedding district initiated teaching strategies in all grades 6-12.
- BEST Grant is used to help mentor 1st and 2nd year teachers.
- Principal conducts weekly walk-throughs of classrooms and provides same day feedback to staff about noticings and wonderings.
- Continual job imbedded professional development.

6. STRATEGIES TO INCREASE PARENT INVOLVEMENT:

Compass has and continues to provide opportunities for parental involvement in a variety of content areas:

- Parent Orientation meeting prior to School year opening
- Open House
- Parent Nights – with educational breakout sessions
- Student Led Parent Conferences: Fall/Spring
- Parent access to attendance/grading software
- Teachers make a minimum of two parent contacts per week
- Encouraging parents to visit any time and/or volunteer to assist in classes and/or activities.
- Planned event(s) for parents to participate in activities with their student.
- Blackboard Connect for Teachers (*for contacting parents*)

7. TRANSITION PLANS

For movement into and out of Compass High School, several connections with other entities are set up to provide families and students a smooth transition from one setting to another.

- Meetings with Grandview High School staff regarding referred students occur during enrollment periods (at each term)
- Early registration provides opportunities for parents to discuss the special needs (Special programs-Language, Speech, and Special Education) of their students with school staff.
- Admission interviews give students, parents, and staff ample opportunity to know and understand expectations.
- High School and Beyond Plans
- Division of Rehabilitation Services
- Career Guidance Washington/EAGLE time
- EAGLE graduation plans

The collaboration between these entities will result in the following benefits for transition efforts:

- More responsive instructional programs
- Higher quality, better decisions regarding student success
- Increased staff and community support for decisions
- Improved communication and trust
- Greater resource accountability and management

There is also collaboration between YV Tech and Yakima Community College. We have partnerships with both of these schools to offer an enriched learning environment where students can challenge themselves and further their education in specialized areas. YV Tech has automotive, computer, cosmetology, nursing, and other hands on programs. Our relationship with YVCC allows for students to attend Running Start.

8. INCLUDE TEACHERS IN ASSESSMENT DECISIONS

Evaluation and assessment at Compass are addressed and discussed in the following ways, means, and venues:

- Grade/Building/District Level Meetings
- Instructional Support Team
- Staff Meetings – Certified and Classified
- PLCs
- TPEP student growth goals are set by October 15 each year and then they are monitored quarterly to help teachers adjust curricular strategies if needed.

Compass receives input from staff, parents, and consultants on assessments: State assessments, classroom based assessments, and student performance assessments.

Assessments that are reviewed to continually adjust units and drive instruction are:

- Unit common assessments are done departmentally.
- Classroom Based Assessments
- Previous results from the past High School Proficiency Exam (HSPE),
- End-of Course (EOC) in Math
- Washington English Language Proficiency Assessment (WELPA)
- School administered Fountas and Pinnell reading assessments given to every student (Fall and Spring)
- The school administered a school wide Argumentative Writing assessment (Fall and Spring)

9. PROVIDE ASSISTANCE TO STUDENTS EXPERIENCING

DIFFICULTY

Additional Assistance may include but is not limited to the following:

- 21st Century Enrichment Program after school Monday – Thursday for 3 hours each day
- Response to Intervention (RTI)
- EAGLE Graduation Plans - Appendix C
- Summer School
- PASS Program for credit retrieval
- Extra Mile Student Center
- Counseling
- Coordination with other agencies (*Comprehensive Mental Health, Washington State Migrant Council, Yakima Valley Farm Workers Clinic, Lower Valley Crisis and Support Services, Child Protective Services*)
- On-going professional development to support intervention models.
- Graduation Specialist