

# Grandview High School

## School Improvement Plan - 2017-18

**TITLE I, PART A TARGETED ASSISTANCE**

**COMPONENT #1: NEEDS ASSESSMENT**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

The SIP team used these 3 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. To what extent are Attendance issues impacting students?
3. What does the data say about the success of students transitioning in and out of school programs and your school?

The work for the 2017-18 school year began at the end of the 2016-17 school year, during the last teacher in-service days after school got out (June 16 and 19). As the data came in from the Spring 2017 assessments for SBA English, Math and ELPA21 the team at GHS disaggregated this information and these were the findings:

- The class of 2018 has 26 students who have not met the state testing requirements for graduation in ELA, and 13 of those are ELL students. There are 15 students who have not met standard in Math, and 5 of those are ELL students.
  - The class of 2018 is the last class that has the option for EOC (End of Course) or SBA assessments to meet graduation requirements.
- The class of 2017 has 54 students who have not met the state testing requirements for graduation in ELA, and 23 of those are ELL students. There are 15 students who have not met standard in Math, and 3 of those are ELL students.
- There are 227 students still identified as not meeting English proficiency on the ELPA21. Additionally, only 6 students transitioned out (met proficiency) in 2017.
- There was a large correlation between a student's success (passing classes) and his or her attendance. This correlation, along with the increased focus on attendance in the State of Washington, has made attendance an area we are focusing on in the District, and specifically at GHS
- A large concern has been the success of our 9th grade (class of 2021) as they work through their freshman year. We have identified 52 high risk students in Math and 74 in ELA.

The greatest needs for GHS are language acquisition, attendance, and 9th grade success rate, with the highest need being language acquisition for all students, but specifically our ELL students. A comprehensive plan will be set in place to support ELLs in the classroom, both in general education classes and with focused (ELD) classes geared toward language learners.

ELL Students

How does the school focus on the academic progress of English language learners?

Plan	<p>According to 16-17 data, as well as many years in the past, the GHS data continues to show that ELL students continue to underperform in building, state and federal assessments.</p> <p>227 ELL students enrolled.</p> <p>9th Grade: 69 students classified ELL</p> <ul style="list-style-type: none"> <li>● 5 emerging</li> <li>● 60 progressing</li> <li>● 4 new to district</li> </ul> <p>10th Grade: 70 students classified ELL</p> <ul style="list-style-type: none"> <li>● 9 emerging</li> <li>● 61 progressing</li> </ul> <p>11th Grade: 47 students classified ELL</p> <ul style="list-style-type: none"> <li>● 7 emerging</li> <li>● 39 progressing</li> <li>● 1 new to district (needs to be tested)</li> </ul> <p>12th Grade: 41 students classified ELL</p> <ul style="list-style-type: none"> <li>● 2 emerging</li> <li>● 39 progressing</li> </ul> <p>Five (5) students exited last year and must be monitored for their progress and achievement</p>
Plan - Attendance	<p>To what extent are attendance issues impacting students?</p> <ul style="list-style-type: none"> <li>● 12th grade attendance has been significantly lower than all other classes. <ul style="list-style-type: none"> <li>○ Currently only 82.20 percent of all seniors attend school every day. This is compared to a 93.62% average of the 9, 10, and 11th grades.</li> </ul> </li> <li>● Tardies are consistently high for first period. The 2016 data shows average tardies to first period is 3.84 percent. To date, the 17-18 data shows an average of 1.45 percent.</li> <li>● The average building attendance, including full- and part-days ranged from 89.91 to 95.58 percent, with the building average being 91.89 percent.</li> </ul>
Plan - 2021 success rate	<p>What does the data say about the success of students transitioning into your school?</p> <ul style="list-style-type: none"> <li>● Traditionally the 9th grade has had major struggles passing classes.</li> <li>● Currently 47 of 261 freshman are failing 1 or more classes.</li> <li>● Last year at the end of 1st quarter there were 103 of 258 failing 1 or more class.</li> </ul>
Do	<p>GHS ELL Goal:</p> <p><b>The goal is to increase growth levels in all ELL students on the ELPA21 and transition students out of the ELL classification.</b></p> <ul style="list-style-type: none"> <li>● 75 percent of emerging students should transition to progressing.</li> <li>● Double the number of students who reach proficiency on the ELPA in comparison from last year (10 students).</li> </ul> <p>EL Achieve Constructive Meaning (CM)-We are currently providing professional development (PD) for the ELA department; this adds to the Science and Social Studies departments who were trained last year. With this PD teachers provide academic vocabulary assistances for all students.</p>

	<p>Paraprofessionals work in the classroom to help students understand instructions, translate, find resources and act as a liaison between student and teacher. Small group instruction by paraprofessionals is given when needed to ELL students. Paraprofessionals also keep a log documenting the progression of student language and who they work with in the classrooms.</p> <p>EL Achieve’s English Language Development (ELD) is a class that offers our monolingual Spanish speakers special support in developing their acquisition of the English Language. We place students into one of the six periods offered. All emerging students are in one class. The lowest of the progressing level students make up the other five classes that are offered. These students continue to be monitored and require additional support from our building paraprofessionals in their content courses.</p>
Study	<p>Currently our Social Studies department is trained in CM as well as the returning science teachers. The challenge will be to have the English department trained as well as the new Science teachers.</p> <p>Our district is in year 3; ELD was implemented in the 15-16 school year but CM started last year.</p>
Act	<p>We are continuing to increase the number of staff members trained in CM.</p>

**COMPONENT #2: IDENTIFICATION OF STUDENTS**

**PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS**

Using the following guiding question we have attacked the question with this Plan, Do, Study, Act: How will data be used and monitored to designate appropriate resources for students who have not exited ELL services?

For the 2017/18 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 insure mastery of academic standards.

Plan	<p>When preparing for the 2017-18 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</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 - 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</li> </ul> </li> </ul> </li> </ul>
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	<p>and Pinnell reading level, special program requirements, ELPA 21, 10th grade grades, overall credits obtained, attendance, and discipline</p> <ul style="list-style-type: none"> <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 2016/17 school year.</li> </ul>
Do	<ul style="list-style-type: none"> <li>● EL Achieve - English Language Curriculum <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> </ul> </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>○ Credit Retrieval is a LAP program and is available to students who are in risk of not graduating on time.</li> </ul> </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>○ 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 built into the 7-period day schedule in ELA, Math, Social Studies, and Science. <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 mid-year assessments</li> <li>○ Progress reports every 5 weeks</li> <li>○ Quarterly report cards</li> <li>○ Semester report cards</li> <li>○ Advisory (GEMS) monitoring student attendance and grades</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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> <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 intervention transitions happen at the semester.</li> </ul> </li> </ul>

**COMPONENT #3: PRACTICES AND STRATEGIES**

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

The SIP team identified the following questions to guide our focus on component #3:

1. What themes and needs emerge about your students identified for targeted assistance programs?
2. What program strategies will be will meet their needs?
3. What strategies will best help these students meet standard?

As the SIP team continued 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 students 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>● Algebra intervention</li> <li>● Credit Retrieval courses for Social Studies, Science, Math and ELA built in during the 7-period day.</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.</li> <li>● 9th grade non-negotiables in the grammar unit at the beginning of the year</li> </ul> <p>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>
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	<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>● TBIP or English Language Learners (ELL) <ul style="list-style-type: none"> <li>○ Identification done through the home language document completed when a student enrolls in the school district</li> <li>○ ELPA21 will be the main measure</li> </ul> </li> <li>● High Risk/Priority for Service <ul style="list-style-type: none"> <li>○ The indicators for this are: <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> </li> </ul> </li> </ul>
Do	<ul style="list-style-type: none"> <li>● Plan useful PD and use of district coaches to support staff <ul style="list-style-type: none"> <li>○ Bill Gant - First year teachers</li> <li>○ Anna Harper - Math</li> <li>○ Jen Richter - ELA</li> <li>○ Admin members to partner with PLCs</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</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>
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</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>
<b>COMPONENT #4: COORDINATION AND TRANSITIONS</b>	
<p><b>PROCEDURES TO SUPPORT TRANSITIONS:</b></p> <p>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.</p> <p>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</p>	

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.

With the closing of Compass High school at the end of the 2016-17 school year the students have transitioned to GHS.

- These students remained with their counselor from Compass as he is at GHS
- We meet regularly with the team to make sure that they are being successful, and, if not, we make a plan to determine what needs they have so that the student can successfully complete high school with their diploma.

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.

	<p>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:</p> <ul style="list-style-type: none"> <li>● Late spring of the 8th grade year counselors and admin team have multiple opportunities to meet with students and family. <ul style="list-style-type: none"> <li>○ Whole student assembly with the principal, club presidents, athletes, etc.</li> <li>○ Testing for Spanish Language class placements</li> <li>○ Evaluation of grades, test scores, etc.</li> <li>○ High School counselors meet with middle school counselors to learn of any concerns or information about high risk students.</li> <li>○ A meeting with 8th grade parents held at GHS late May each year.</li> </ul> </li> <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> </ul> <p>Senior transition to postsecondary education of some kind or college is encouraged and is talked about as the norm. 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>● GEAR up College Visits <ul style="list-style-type: none"> <li>○ Gear up supports students</li> </ul> </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> <li>● Gear up College visits</li> <li>● FAFSA days from Heritage and WSU</li> <li>● PSAT tests for 9th and 10th grade, 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> </ul>

	<ul style="list-style-type: none"> <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	The information will need to be analyzed as the year progresses and it will need to 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 post secondary programs.

**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?

Concerns about parent and family engagement were a top priority when Ms. Casey became principal of Grandview High School. Since that time, there have been a number of different parent and family engagement opportunities that have been offered to our community. We continue to look to adjust/modify our parental opportunities based on feedback and the changing needs of our community. We have added class meetings for parents at the beginning of the year, fall fling, and brought back the homecoming parade. In addition we have begun creating a newsletter for parents notifying them of ELL nights, language acquisition programs, afterschool 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 not as much</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> <li>○ Guest speaker - Wayne Winsley - Brave Enough to Fail</li> </ul> </li> <li>● Continued family events <ul style="list-style-type: none"> <li>○ Migrant nights</li> <li>○ TBIP nights</li> <li>○ Guest Speaker - Ernie G for family and staff</li> </ul> </li> </ul>
Do	<p>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	Take polls analyze minutes <ul style="list-style-type: none"> <li>● evaluate results from each event to find positives and negatives.</li> <li>●</li> </ul>
Act	Make alterations based on study results.

**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 2017/18 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</li> <li>■ 2 staff members identified to attend Learning Network to increase building capacity for strong leaders.</li> </ul> </li> <li>○ Equity training with Harriette Rasmussen</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> </ul> </li> </ul> </li> <li>● Attendance <ul style="list-style-type: none"> <li>○ Raawee</li> <li>○ Bi-weekly 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> <li>○ New teacher mentors <ul style="list-style-type: none"> <li>■ Best Grant</li> <li>■ In building mentor teachers</li> </ul> </li> </ul> </li> <li>● Paraprofessional training <ul style="list-style-type: none"> <li>○ ESD 105 resources for training paraprofessionals</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</li> <li>○ By grade</li> </ul> </li> </ul>
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Do	Provide appropriate PD <ul style="list-style-type: none"> <li>● ELD/CM</li> <li>● One on Ones with New teachers (quarterly meetings)</li> <li>● RaWee</li> <li>● F List and work around Mindset/Paradigm shift</li> <li>● Peer observations (Harriet Rasmussen)</li> <li>● Classified Meetings             <ul style="list-style-type: none"> <li>○ PLC for Para's at 1pm</li> </ul> </li> </ul>
Study	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: <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>● Work specifically with freshman advisors/teachers to give helpful hints and to gain incite and hints on how to make freshman more successful</li> </ul>
Act	Enact changes after gaining feedback from study block of PD Cycle.