



Secondary School Improvement Plan

(TSSA, TSI, Title I)

Ensuring High Levels of Learning for Every Student

Step 1: Determine your Current Level of Performance Look at your most recent, relevant assessment data:		
Focus Area 1: Student Learning	Focus Area 2: Safe Learning Environment	Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning
Datagateway School Report Card TSSA Summary School Improvement Development Guide Common Formative Assessment Results Team CSIP Writing Assessment Data (6th grade) Professional Learning Reading Assessment Data Targeted Reading Assessment Data Teacher Survey SCC Feedback Charger Collective Commitments Charger System of Support Targeted Learning Grading System	PowerSchool Attendance Data Office Referral Data Sharp Survey Data SEL/Wellness Room Data Wellness Room Data (Example) Office Referral Data SCC Feedback School-Wide Behavior Expectations Charger Champs (Positive Behavior) Charger Rounds (Parent Feedback)	CSIP Coaching Survey (Teacher Perception of Helpfulness) Coaching Log (Frequency) PLC survey (culture) Charger Learning Process Charger Collaboration Monitoring Teacher Survey Leadership Survey Professional Learning Survey SCC Feedback Team CSIP (GVC, CFA, Learning Data)
_____ % MGP RISE Math _____ % MGP RISE ELA _____ % MGP RISE Science _____ % MGP ASPIRE Math _____ % MGP ASPIRE ELA _____ % MGP ASPIRE Science _____ % ACT		
Based on your data, how are you doing in these key subgroups?		
→ <i>Students who are identified as economically disadvantaged</i>	<ul style="list-style-type: none"> TEAM-Gain shared clarity and consistent expectations on ESSENTIAL STANDARDS/TARGETS. TEAM-Establish PROFICIENCY LEVELS for each ESSENTIAL STANDARD/TARGET. TEAM-Emphasize that <u>ALL</u> Tier 1 instruction will be AT OR ABOVE grade level. 	



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	<ul style="list-style-type: none"> ● TEAM-Ensure that we will have <u>NO</u> content area pull-out classes. ● TEAM/TIER 2-Front-loading KEY VOCABULARY prior to initial instruction. ● TIER 2-Provide intervention that is TARGETED on the student and the skill they are deficient in. ● TIER 2-Utilize available aides/school personnel to assist with instructional support while <u>certified teachers</u> INTERVENE WITH LOW LEVEL LEARNERS.
→ <i>Students with disabilities</i>	<ul style="list-style-type: none"> ● TEAM-Gain shared clarity and consistent expectations on ESSENTIAL STANDARDS/TARGETS. ● TEAM-Establish PROFICIENCY LEVELS for each ESSENTIAL STANDARD/TARGET. ● TEAM-Emphasize that <u>ALL</u> Tier 1 instruction will be AT OR ABOVE grade level. ● TEAM-Ensure that we will have <u>NO</u> content area pull-out classes. ● TEAM/TIER 2-Front-loading KEY VOCABULARY prior to initial instruction. ● TIER 2-Provide intervention that is TARGETED on the student and the skill they are deficient in. ● TIER 2-Utilize available aides/school personnel to assist with instructional support while <u>certified teachers</u> INTERVENE WITH LOW LEVEL LEARNERS.
→ <i>Students who are identified as English learners</i>	<ul style="list-style-type: none"> ● TEAM-Gain shared clarity and consistent expectations on ESSENTIAL STANDARDS/TARGETS. ● TEAM-Establish PROFICIENCY LEVELS for each ESSENTIAL STANDARD/TARGET. ● TEAM-Emphasize that <u>ALL</u> Tier 1 instruction will be AT OR ABOVE grade level. ● TEAM-Ensure that we will have <u>NO</u> content area pull-out classes. ● TEAM/TIER 2-Front-loading KEY VOCABULARY prior to initial instruction. ● TIER 2-Provide intervention that is TARGETED on the student and the skill they are deficient in. ● TIER 2-Utilize available aides/school personnel to assist with instructional support while <u>certified teachers</u> INTERVENE WITH LOW LEVEL LEARNERS.
→ <i>Students in major racial and ethnic groups</i>	<ul style="list-style-type: none"> ● TEAM-Gain shared clarity and consistent expectations on ESSENTIAL STANDARDS/TARGETS. ● TEAM-Establish PROFICIENCY LEVELS for each ESSENTIAL STANDARD/TARGET. ● TEAM-Emphasize that <u>ALL</u> Tier 1 instruction will be AT OR ABOVE grade level. ● TEAM-Ensure that we will have <u>NO</u> content area pull-out classes. ● TEAM/TIER 2-Front-loading KEY VOCABULARY prior to initial instruction. ● TIER 2-Provide intervention that is TARGETED on the student and the skill they are deficient in. ● TIER 2-Utilize available aides/school personnel to assist with instructional support while <u>certified teachers</u> INTERVENE WITH LOW LEVEL LEARNERS.
<i>What Tier 1 changes might help those subgroups and your school's current level of performance?</i>	Clarity on proficiency levels (4,3,2,1) for each target area
<i>What additional interventions might help those subgroups?</i>	Targeted intensive support in the essential standards if Tier 2 time and support aren't effective.
TSI Designated Schools: <i>How will your plan address the area that qualifies you as a TSI school?</i>	

Step 2: Outline your school's specific, measurable goals for the year
Step 3: Define specific actions your school must make and how you will measure their success



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Step 4: Define the funding source and amount

Focus Area 1: Student Learning					
Student Centered PEERS Goal(s)	Success Measure(s)	Action(s)	Funding Source(s)	Amount	Completed
All key sub-groups will increase end-of-level proficiency and MGP to be commensurate with their peers.	End-of-level assessment Class/course content audit	All classes will be taught at or above grade level. EVIDENCE	N/A	N/A	Completed
	CFAs/End-of-level	Hire (3) Instructional Aides who assist with face-to-face and remote instructional support while certified teachers provide additional time and support for low-level learners. <ul style="list-style-type: none"> • (3) 27.5 hour aides @ \$12,500 per aide EVIDENCE (3) 27.5 hour aides <ul style="list-style-type: none"> • Alisha Richards • Ashley Michaelson • Olivia Grondel 	TSSA	\$37,500	Completed
	Class sizes	Purchase (10) extra instructional periods to decrease class sizes in core areas. EVIDENCE <ul style="list-style-type: none"> • DeLaPaz 3 periods (Language Arts) • Richardson 3 periods (MA 6, SS, MA 6 Sup.) • Scott 4 periods (Theater) Purchase (3) extra instructional periods to provide targeted Tier 2 learning support for at-risk students. EVIDENCE <ul style="list-style-type: none"> • Julie Green 1 period (Virtual support) • Gabi Hasenbeck 1 period (Math 7 co-taught) • Sheline Miller 1 period (7th grade support) 	Trustlands	\$93,800 \$27,000	Completed Completed



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	RTI support	Hire a SEE student to assist with classroom and remote instruction and RTI support. EVIDENCE <ul style="list-style-type: none"> Miranda Willets (LA 6-Ruiz) 	TSSA	\$9,000	Completed
	CFAs/End-of-level/Reading scores 3X per year	Purchase the following curricular support programs and coaching stipends, memberships, supplies and subscriptions for the following: Lego League (Robotics) \$4,000 (inc. coach stipends) Aleks (Math support) \$3,000 (McGraw Hill) RH Elevate (Reading support) \$4,000 Instructional Classroom Technology \$5,000 EVIDENCE	TSSA	\$16,000	In progress
	CFAs/End-of-Level	Purchase (3) Chromebook carts with 35 computers per cart. Add Technology items to increase instructional effectiveness. EVIDENCE <ul style="list-style-type: none"> Chromebooks and carts in use 	TSSA	\$30,000 \$20,000 <small>(Approved increase. See Aaron B. email 10/5/20)</small>	Completed Not started

Focus Area 2: Safe Learning Environment

Student Centered PEERS Goal(s)	Success Measure(s)	Action(s)	Funding Source(s)	Amount	Completed
Develop and implement a tiered system of support for the Social and Emotional well-being of students and teachers.	Student/parent/teacher surveys 3x per year.	Plan and host (2) Parent Nights/Learning Walks with a focus on SEL supports and instruction led by Counselors and SEL Team. EVIDENCE	N/A	N/A	In progress
	Data gathered as students access Wellness Room	Continue with a Wellness Room as part of our tiered approach for student Social and Emotional well-being.	N/A	N/A	Completed



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		EVIDENCE			
	Wellness Room data	Hire (1) Wellness Room aides to supervise, manage and instruct in Wellness Room. (27.5) EVIDENCE <ul style="list-style-type: none"> Esther Vazquez 	Trustlands	\$12,500	Completed
	Exit tickets, referrals, discussion, modeling	Purchase an SEL program for school-wide implementation. EVIDENCE <ul style="list-style-type: none"> SEL Program: Second Step 	TSSA	\$2,750	Completed

Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning

Student Centered PEERS Goal(s)	Success Measure(s)	Action(s)	Funding Source(s)	Amount	Completed
Teams will gain shared clarity in ALL standards with a focus on the GVC for their specific content area.	Monitored collaborative meetings in core areas every three week.	Schedule collaborative meeting visits with core area teams every three weeks and develop a simple process for monitoring the work of teams. EVIDENCE	N/A	N/A	In progress
	Teacher survey 2x per year	Targeted parent/teacher learning walks throughout the year. EVIDENCE	N/A	N/A	Not started
	Based on pre/post survey of teacher teams	Provide professional learning/training and collaboration opportunities in content areas to strengthen the skill of teams. EVIDENCE Team Collaboration Days	TSSA	\$12,800 <small>(Approved increase. See Aaron B. email 10/5/20)</small>	In progress