### Identifying Gaps in Student Achievement

#### Target Areas:

- High Schools must address Graduation Rates, Ninth Grade on Track, Dual Credit Completion, Attendance, Discipline

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Identify Gaps in Student Achievement That Need to be Addressed</th>
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</table>
| **Graduation Rates**        | • Special Education students are 22% lower than average  
• English Language Learner students are 20% lower than average                                                                                                |  

| **Ninth Grade on Track**    | • Male students are 8% lower than females  
• Special Education students are 17% lower than average  
• English Language Learner students are 13% lower than average                                                                                     |

| **Dual Credit Completion**  | • Special education students are 16% lower than average  
• English Language Learner students are 19% lower than average  
• Males students are 6% lower than female students                                                                                                  |

| **Attendance**              | • Pacific Islander students are chronically absent 10% higher than average  
• Special Education students are chronically absent 14% more than average                                                                            |

| **Discipline**              | • Male students are suspended 26% higher than female students  
• Hispanic students are suspended 5% higher than their student population                                                                               |
Schoolwide Building Expectations – Tier I

- Standards-aligned District adopted curriculum is used for core instruction.
- Staff collaboration and engagement is supported to enhance the learning of both staff and students.
- School climate is safe, welcoming and respectful.
- Schoolwide discipline and behavior support systems are established, maintained, periodically revised.
- Academic and social-emotional tiered processes are maintained and periodically revised to guide instruction and intervention.
- Multiple assessments are used to monitor student progress, plan for instruction, and target interventions and resources for student support.

Schoolwide Safety Expectations – Tier I

- School Resource Officer (SRO) is engaged daily in safety decisions.
- School-wide safety committee meets monthly to review practices.
- Monthly drills are scheduled, implemented and reviewed.
- Visitor check-in procedures are followed and monitored.
- Professional commitment for staff to be out between classes.

2019-2022 School Improvement Plan
Goals and strategies to ensure mastery for students who have not met standards

### Graduation Rate Comprehensive Schoolwide Goal

<table>
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<tr>
<th>Goal Components</th>
<th>Goal</th>
<th>Strategies</th>
<th>Measurement of Success</th>
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| Access to Curriculum and Effective Instruction       | Increase by 3+\% the rate at which students who have been subject to exclusionary discipline pass classes. | • Establish baseline data  
• Take monthly measurements based on grade updates.  
• The Dean will monitor and support each student.  
• Utilize tiered support systems | 3+\% increase in the rate at which students who have been subject to exclusionary discipline pass classes, measured each semester. |
| Use of Data to Support Student Learning              | Reduce failure rates for all students by 3+\%.                      | • Establish baseline data for each class cohort for passing/failing classes.  
• Take monthly measurements based on grade updates.  
• Identify specific staff to monitor and support each student.  
• Use established intervention strategies to impact student success. | 3+\% reduction failure rates for all students measured each semester. |
| **Support for Students’ Academic Needs** | **Increase by 5+% each year the rate at which ninth grade students are deemed on track to graduate.** | • 9th grade Success Coordinators establish cohort of students  
• Monitor grades weekly  
• Utilize tiered support systems  
• Engage parents in process | 5+% increase in 9th grade on track rates measured at the end of each year. |
|---|---|---|---|
| **Dual credit completion** | **Increase the percentage of male students, students with IEPs, and students in ELL completing dual credit courses by 5% or more.** | • Establish baseline data for dual credit completion for targeted student groups.  
• Identify cohort for specialized focus.  
• Teachers and counselors educate students on dual credit options  
• Offer support for students taking dual credit classes | 5+% increase in the percentage of male students, students with IEPs, and students in ELL completing dual credit courses. |
## Learning Environment

Ensure equitable access for every student in order to address gaps identified in the needs assessment

Ninth Grade on Track, Attendance, Discipline

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| Support for Students’ Social/Emotional Well-Being | Increase freshmen student social & emotional learning of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. | • Identify current content areas that teach social and emotional skills at the 9th grade level to identify where gaps exist.  
• Counselors will create curriculum related to stress management and anxiety to deliver to freshmen students through English classes in class visits the month of November  
• Student Success Coordinators and Student Success Advocate will host small group learning circles with a social and emotional learning emphasis (conflict resolution, coping skills, healthy relationships, mindfulness, problem-solving, goal setting, anger management, communication, teamwork and self-confidence)  
• Administrators will identify school-wide social and emotional learning needs and review curriculum for administration through classroom teachers and counseling staff | Discipline incidents resulting in exclusion from school involving Freshman students will decrease by +5%.  
Conflict management/mediation through counseling, administration, or peer mediation will increase by +5%.  
Academic success (students obtaining 6 credits) of Freshmen will increase by +5% each year. |
<table>
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<th>Welcoming and Safe Environment</th>
<th>Increase positive student responses to an annual survey, specifically those questions relating to <strong>school environment</strong>, by 3+.</th>
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<tbody>
<tr>
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<td>- Develop a year-end student survey focused on school environment</td>
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<td>- Establish baseline data and targets after year one</td>
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<td>- Continue survey for at least three years</td>
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<td>3+% increase in positive student responses to the annual survey, specifically those questions relating to school environment.</td>
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<th>Professional Development that Aligns with District Goals</th>
<th>Increase staff knowledge of Culturally Responsive Teaching and implement <strong>professional development</strong> focused around these practices.</th>
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<td>- Purchase Hammond’s book <em>Culturally Responsive Teaching and the Brain</em> for every staff member</td>
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<td>- Provide time on Principal-directed days for teachers to share practices relating to CRT</td>
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<td>Each department will be using Culturally Responsive Teaching strategies and student academic success will increase.</td>
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</tbody>
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## 2019-2022 School Improvement Plan

*Goals and strategies to ensure mastery for students who have not met standards*

### Parent and Community Partnerships

Ensure equitable access for every student in order to address gaps identified in the needs assessment

Ninth Grade on Track, Attendance, Discipline, Other

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| Family Involvement and Engagement                    | *Create two opportunities each semester to foster family involvement and engagement.* | • Honors/AP Parent Night  
• 9th Grade Parent Night  
• Senior Parent Info Night  
• Open House  
• Marauder Family Connect newsletter  
• Parent Liaison monthly meetings  
• College and Career Readiness  
Parent Info Night | Increase opportunities to involve and engage parents.  
Decrease impact of attendance and discipline on student achievement for targeted populations. |
| Foster Partnerships and Communication in the School District Community | *Create specific community partnerships to enhance the experience of 9th grade students who are not on track to graduate.* | Student Success Coordinators will identify and collaborate with community resources who will enhance the experience for struggling 9th graders | 5+% increase in 9th grade on track rates measured at the end of each year. |