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| Goal | By the end of the 2022 - 2023 school year, the number of continuously enrolled 9th grade students, with an attendance rate of 75% or better, who have earned 6 credits will increase from 23.5% during 2020-21 to 90%.  |
| Target Populations | **Group**  | **Outcomes/Metrics** |
| 9th Grade |  9th grade students who have earned 6 credits will reach 90% |
| Assessment Plan | **Purpose** |  | Audience | Frequency |
| **Progress Monitoring** | Every trimester, 90% of students will earn at least 2.5 credits | All students | 3x/year |
| **Formative** | Within each class, teachers will reach out on a weekly basis to those students who are not passing their class and offer them additional support | All students | Weekly |
| **Benchmark** | At monthly check-ins, advisors will determine which students are in good standing (passing at least 90% of classes); for those who are not, interventions will be assigned on their WSLP | All students | Monthly |
| **Summative** | 90% of 9th grade students will earn 6 credits by the end of the 22-23 school year; | All students | End of year |
| Tier 1StrategiesTier 1Strategies | **Strategy Description** | **Delivered by** | **Funding/Resource** |
| Teachers will authentically engage students by:1. Greeting students at the door, by name, and pointing them toward the “entry task”
2. Teaching students the structures and routines of their class
3. Knowing each student’s story, strength and needs in order to help create individual, needs-based assessments and instruction
 | Classroom Teachers |  |
| Teachers will engage students for the first 5 -10 minutes of class with a “Do Now” activity, and they will continue to keep students engaged in meaningful learning activities up until the final bell of each period. | Classroom Teachers |  |
| Teachers will provide clear Learning Targets, Success Criteria for each lesson posted in the room and/or in their Virtual Classroom. | Classroom Teachers |  |
| Teachers will provide a comprehensive Syllabus for each course taught that will include a Course Description, Instructional Philosophy, Standards Covered, Major Projects/Assignments, and an Assessment/Grading Plan | Classroom Teachers |  |
| Teachers will effectively lead the increase in student talk through the implementation of the higher order questioning techniques.  | Classroom Teachers |  |
| Teachers will offer at least one rigorous Project-based learning academic experience per trimester that will take them beyond the boundaries of textbooks and lectures. In the process, they learn critical thinking skills and the competence to solve problems in the world around them. | Teacher Leads |  |
| In order to improve and optimize teaching and learning for all students based on scientific insights into how humans learn, our teachers will implement Universal Design for Learning techniques whenever possible.  | Classroom Teachers |  |
| Orientation is held for all new students arriving at CHOICE that personally connects kids to each other, our Gear Up staff, our Teacher Leaders, and our Principal. At every orientation they learn about the history and traditions of CHOICE, the Community Agreements, as well as academic, advisory and behavioral expectations.  | Teacher Leads/Gear Up Staff |  |
| Advisory Teachers will sit with students to create a personalized schedule, develop a High School and Beyond plan, and to monitor academic progress, attendance and overall school performance. | Advisory Teachers |  |

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| MTSS Systems and Structures | Indicators Source: MTSS Guide | System/Practice Description | June Success – Description of Results |
| Tier 1 Monthly check-ins | Monthly check-ins with families provide students with support for the following: to make up missing assignments, communicate about absences and behavior issues, prepare for upcoming assessments, High School and Beyond Planning and all other aspects of school. | Percentage of 9th grade students who have earned 6 credits will reach 90%. |
| Tier 1 School Culture | Students will be rewarded for positive behaviors including: Cool Cat awards, monthly recognitions for good standing, and scratch ticket incentives | Percentage of 9th grade students who have earned 6 credits will reach 90%. |
| Tier 2 MTSS and SST | Students who are struggling and need additional support(Tier 2) will be identified during monthly SST meetings; interventions will be put into place. | Percentage of 9th grade students who have earned 6 credits will reach 90%. |
| Tier 3 MTSS and SST | Students who are struggling and need even more additional support(Tier 3) will be identified during monthly SST meetings; a support program will be offered to give students more 1 on 1 time with teachers, more small group work, and strategic scheduling to shield them from any additional distractions. | Percentage of 9th grade students who have earned 6 credits will reach 90%. |
| Supporting Plans and Documents | **Document** | Timeline | District Document/Tool | Partnership/Resources |
| **School Professional Development Plan** | Final Submitted:  | **School-Based Professional Development Plan Link:**  | District PD CalendarSchool MTSS Team |
| **Master Schedule** | Final Submitted: August 31st, 2022 | **School Master Schedule:** [**Final Class Schedule CHOICE 2022-23**](https://docs.google.com/document/u/0/d/1yneUbuyMKooqHLpkNfTPUhmM9q2lGyOKVRsgImwxd6I/edit) |  |
| **Assessment and Collaboration Calendar** | Final Submitted:  | **Assessment Calendar:**  | District Assessment CalendarDistrict Meeting Calendar |

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| Goal | By the end of the 2022 - 2023 school year, the number of continuously enrolled students at CHOICE High School who are absent more than 15% of the school days in a trimester will drop from 68% to under 50%. |
| Target Populations | **Groups**  | **Outcomes/Metrics** |
| Our entire school population | the number of continuously enrolled students at CHOICE High School who are absent more than 15% of the school days in a trimester will drop from 68% to under 50%. |
|   |  |
| Assessment Plan | **Purpose** |  | Audience | Frequency |
| **Progress Monitoring** | At monthly check-ins, advisors will determine which students are in good standing (attending at least 85% of the school days). | Admin, truancy coordinator, advisors | Monthly |
| **Formative** | Attendance is monitored on a daily basis through phone calls home for students who are missing school | Parents | Daily |
| **Benchmark** | Every trimester, fewer than 50% of continuously enrolled students will miss 15% or more school days. | Parents, students, advisors | Every 3 Months |
| **Summative** | Fewer than 50% of continuously enrolled students (for at least a trimester) will be absent for 15% of the school days by the end of the 22-23 school year. | SIP team, school community | Yearly |
| Tier 1StrategiesTier 2&Tier 3Strategies | **Strategy Description** | **Delivered by** | **Funding/Resource** |
| Students will be greeted each day by their teachers, and they will make a special effort to let students know they were missed when they return from being absent.  | All Teachers |  |
| Incentives for students with strong attendance at monthly awards assemblies; reward field trips (or virtual options) for students at the end of the trimester | Advisors | OSSI grant |
| At monthly check-ins, advisors will determine which students are in good standing (attending at least 85% of the school days); for those who are not, interventions will be assigned on their WSLP. | Teachers | ALE funds |
| The absence list will be split up and contact will be attempted by a small team of professionals from the office to let students know they were missed. | Secretaries, Counselor, Indian Ed. Tutor, and Paraeducators |  |
| We will schedule attendance meetings for students with 3 or more unexcused absences. In addition, advisors will review attendance at every monthly check-in. Truanices will be filed on those with excessive absences. | Truancy coordinator; advisors |  |

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| Systems and Structures | Indicators Source: MTSS Guide | System/Practice Description | June Success – Description of Results |
| Monthly check-ins | Monthly check-ins with families where attendance concerns will be discussed and interventions will be implemented based on need | The number of continuously enrolled students at CHOICE High School who are absent more than 15% of the school days in a trimester will drop from 68% to under 50%. |
| Master schedule | In order to facilitate smaller class sizes to provide students with more individualized support, teachers will have all planning time on Wednesdays, allowing for more class offerings and smaller class sizes on the four in person school days | The number of continuously enrolled students at CHOICE High School who are absent more than 15% of the school days in a trimester will drop from 68% to under 50%. |
| MTSS and PBIS | Every month, MTSS team will pull attendance data for all students. Students will receive certificates for on track achievement, improvement, and special accomplishments. In addition, they will receive certificates for strong attendance, and will be entered into drawings for prizes. Team will identify and create plans for students who are struggling with attendance.  | The number of continuously enrolled students at CHOICE High School who are absent more than 15% of the school days in a trimester will drop from 68% to under 50%. |
| Supporting Plans and Documents | **Document** | Timeline | District Document/Tool | Partnership/Resources |
| **School Professional Development Plan** | Final Submitted:  | **School-Based Professional Development Plan Link:**  | District PD CalendarSchool MTSS Team |
| **Master Schedule** | Final Submitted: Aug 31, 2022 | **School Master Schedule Link:** [Final Class Schedule CHOICE 2022-23](https://docs.google.com/document/u/0/d/1yneUbuyMKooqHLpkNfTPUhmM9q2lGyOKVRsgImwxd6I/edit) |  |
| Final Submitted: October 18st, 2021 (currently in progress) | Final Submitted:  | **Assessment Calendar:** | District Assessment CalendarDistrict Meeting Calendar |

Notes from meetings with Wyeth and Maryann:

Question #1 for visit: Based on your data, what shifts are you making to support the goals in your SIP?

Question #2 for visit: What is your leadership problem of practice that you are currently wrestling with as you lead for outcomes of students?

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| **Date** | **Question 1** | **Question 2** | **Notes** |
| 9-23-2021 | I am very concerned about the effects of Covid and quarantine on our students - I am shifting my focus more to how to provide comprehensive supports for both the students here on a daily basis and for those at home | * How do we increase support for students out of school during quarantine?
* How do I support development of more engaging curriculum?
 |  |
| 10-18-2021 | Incentive and rewards programs for attendance; meeting with senior advisors to implement strong advising; evaluating data from 1st trimester  | * Increasing the rigor of behavior expectations - welcomed students back, now we are working on accountability and mutual respect
* Online students - we have implemented our weekly check-ins - we are reviewing our data in preparation for October check-in and looking at what realistic interventions we can put in place to help students succeed online
 |  |
| 11-18-2021 | 1. Improving our school behavior through re-teaching expectations in advisory
2. Transitioning students from online learning to in person services
 | 1. How to provide enough support for students with problematic behaviors and how to also hold them accountable for their behaviors when they are dramatically affecting others - considering lunch detention, suspensions - but would prefer to use positive interventions
2. How to “force” parents into returning students to in person learning; shifting staffing to provide enough support for the students who are remaining online; equitably addressing the waitlist
 |  |
| 2-11-2022 | 9th grade credit recoveryStaffing requests and 22-23 plansSummer schoolOrientationEnrollmentSchool board presentations |  | Write up visioning plan |
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Historical data