

2017- 2018

Seeley-Swan High School
Missoula County Public
Schools

Title I Schoolwide Plan – Seeley-Swan High School

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TITLE I – SCHOOLWIDE PLAN FOR 2017-2018 SCHOOL YEAR SEELEY-SWAN HIGH SCHOOL

Introduction

The **mission** of Seeley-Swan High School is "To ensure that each student achieves his/her full and unique potential." We support our District **vision** that **"Our students will be self reliant, possess sound character, and have highly developed academic, communication, and life skills necessary to become productive citizens."** SSHS provides a broad education for every student in a safe, stimulating, learning environment. All SSHS students are challenged to develop critical thinking skills, citizenship responsibilities, communication competency, value for the arts, literature, and sciences, understanding of the importance of health and wellness, a love for learning, and preparation for life beyond high school regardless of their vocational pathway. The community trusts and supports the MCPS Board of Trustee's leadership and vision because the Board:

- Seeks out and values input from the community through useful public participation strategies and is known for fiscal responsibility and efficiency.
- Hires highly qualified and competent administration and staff and encourages ongoing education for them as well as Board members.
- Searches out and is successful at finding alternative and non-traditional funding sources to support District programs.
- Is perceived by the public as competent, consistent and having integrity.

VISION

Our vision at SSHS is to become an exemplary community of enthusiastic life-long learners who inspire and empower each other to achieve excellence while embracing the journey toward informed and active world citizenship.

Our school is a place for learning and growing for students and adults alike. Long before we focused efforts on moving toward Schoolwide Title planning, Seeley-Swan High School administration and staff began conversing about the need to raise performance levels of ALL students. We realized that we had been seeing an increase in numbers of students who had special needs, who were educationally disadvantaged, or who may have been "falling through the cracks", and we recognized a need to focus our expectations on the entire student population. Furthermore, as educators, we believe that *"The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of the freedom to*

learn and to teach, and the guarantee of equal education opportunity for all.” (National Education Association's (NEA) Code of Ethics for the Education Profession).

We are also cognizant of the fact that schools that encourage and support collaboration among teachers can improve teacher retention and teacher satisfaction, (Kardos and Moore Johnson). It became apparent in our research that new teachers are more likely to stay in schools that have an “integrated professional culture” in which new teachers’ needs are recognized and all teachers share responsibility for student success. In the few studies that have been conducted on the impact of teacher collaboration on student achievement, it has been found that there is a positive relationship between teacher collaboration and differences among schools in mathematics and reading achievement.

The staff at Seeley-Swan High School is committed to engagement in a continuous process of improvement that articulates the vision and purpose our school is pursuing; that maintains a rich and up-to-date description of students, their performance, school effectiveness, and the school community; that employs goals and interventions to improve student performance; and that documents and uses the results to inform what happens next.

SCHOOLWIDE PLAN

Our Schoolwide plan addresses the ten components listed below; it will be distributed to parents, teachers, and community representatives and will be made available for public review.

1. We conducted a **Comprehensive Needs Assessment** that identified specific areas of academic need for all populations of students. This resulted in the development of a plan that reflects: challenging goals, identified areas of instructional strengths and weaknesses, uses data drive decision-making, and is dependent upon a strong understanding of instructional approaches.

The student survey used was the “My School, My Voice” survey (*Pearson Assessments*, www.education.pearsonassessments.com). This instrument is based upon the *Eight Conditions that Make a Difference (Aspirations Unlimited)*:

- **Belonging** - Feeling like you are a part of a group, while knowing you are special for who you are.
- **Heroes** - Having someone who believes in you and who is there when you need them.
- **Sense of Accomplishment** - Being recognized for many different types of success, including hard work and being a good person.

- **Fun & Excitement** - Enjoying what you are doing, whether at work, school, or play.
- **Curiosity & Creativity** - Asking "why?" and "why not?" about the world around you.
- **Spirit of Adventure** - Being excited to try new things, even when you are not sure if you will be good at them.
- **Leadership & Responsibility** - Making your own decisions and accepting responsibility for your choices.
- **Confidence to Take Action** - Setting goals and taking the steps you need to reach them.

The parent survey and the staff survey were found in the Title I and Montana OPI websites.

2. We have provided for the implementation of reform strategies designed to improve instruction throughout the school so that all students can meet Montana's highest levels of proficiency. The strategies include: strengthening core academic programs, increasing the amount and quality of learning time, enriching and accelerating the curriculum, and implementation of strategies that meet the needs of our underserved populations and those students at risk of not meeting academic performance standards.

3. All instruction is provided by highly qualified teachers.

4. We are focused on providing high-quality and on-going professional development for all staff members, including teachers, administrators, paraprofessionals, and others on an as-needed basis.

5. We are engaged in a rigorous process to attract and retain staff members who are both highly qualified and who are skilled at providing instruction to students in a high-needs school.

6. We have a process in place to increase parent involvement and focus on student achievement.

7. We assist students in their transitions from middle school to the high school and from high school to the world beyond.

8. Teachers have decided to study assessments/grading and are learning about the use of assessments and data of various types to improve the achievement of both individual students and the curriculum as a whole. Teachers have been part of this decision-making process.

9. We have methods in place to provide timely and effective assistance for students who are having difficulty meeting academic performance expectations.

10. We coordinate the Title I Schoolwide Program with other federal, state, and local resources, services, and programs.

NARRATIVE

I. COMPREHENSIVE NEEDS ASSESSMENT

The Seeley-Swan High School student body consists of approximately 100 students, 99% Caucasian and 1% Other. The percentage of students qualifying for Free/Reduced lunch is nearly 43%. The community supports one primary industry (the timber industry) and is otherwise largely a summer tourist vacation site. The community has a number of locally owned small businesses, primarily operating at full capacity during the summer months.

A. Strengths and Areas in Need of Improvement

Strengths of Current Program

- Interwrite Boards in almost all classrooms support active student involvement/engagement in instruction.
- Practice for state assessments is integrated into classroom instruction.
- Textbooks are current and aligned to state curriculum frameworks. Use of new technology (i.e. Kindles) is being used successfully.
- Core academics are emphasized at all levels.
- Supplemental instruction in both Literacy and Math provides students with practice and skill development.
- Students have access to technology in all classrooms.
- Student grades, assignments, and attendance are online for parents to review and are updated regularly. (Q)
- Math Labs and Read 180 are offered to students struggling in these areas.
- Student Assistance Team offers student help and a mentoring program.
- Staff continually works to develop teachers through hands-on workshops and modeling of research-proven classroom strategies in reading and writing for learning.

Weaknesses of Current Program

- *All struggling students need more practice with literacy skills and math.*
- *More parental involvement is needed, particularly during the freshman year.*
- *Teachers in all subject areas need a better understanding of alternative assessments, grading options/alternatives, and teaching literacy and math.*
- *Students need more engaging activities in their classes.*

B. Prioritization of Needs

Scores from our state assessments, along with the data collected from the surveys completed this spring from parents, teachers and students were evaluated to identify Seeley-Swan High School's highest priority areas for improvement. Data gathered included the following reports:

- State tests
- AYP results
- Discipline/detention report
- Attendance report
- Dropout report
- Student surveys
- Parent surveys
- Staff surveys
- Incoming 8th grade MAP data
- Read 180 Midyear Gains Analysis
- Building college enrollment data from National Student Clearinghouse
- Measures of Annual Progress (MAP)

II. INQUIRY PROCESS After determining the strengths and weaknesses of the current school programs, schoolwide planning requires that an inquiry process be conducted to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section we have summarized the inquiry process and findings:

Study and Investigation of Best Practices and Research

- We reviewed what seems to be working well and what elements within our school are not working well and based that review on our data.
- We conducted research on teacher collaboration, PLC's, integration of the arts into the curriculum, and teaching in the 21st century.
- Staff development was focused on assessments and investigation of alternative types of assessments. Teacher in-service held on student assessments.
- We reviewed the reports provided by the State of Montana OPI.
- We read articles that supported increased rigor and relevance in the classroom.
- We studied the ESEA Title I Schoolwide Program Planning Guide from opi.mt.gov and *Designing Schoolwide Programs Non-Regulatory Guidance, Schoolwide Program Guiding Questions, and Nine Essential Elements Performance Indicators Survey*

III. School Goals: Based on our data, the school improvement team selected the areas that are of highest importance.

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Priority	Measurement/Assessment
Student Achievement	Academically weak students must be identified early to begin interventions	State test scores; Parent/Staff surveys; Read 180 Analysis; College enrollment data; MAP	Writing Assessments
Professional Development	Understanding of alternative assessment and grading; Need for more engaging student activities	Student/Parent/Staff surveys	Coaches
School Context and Organization	Transitioning from middle school to 9 th grade and from senior year to post secondary; Helpful and caring staff	Student surveys; Parent surveys; Attendance report	Data; Attendance, Behavior, Number of Graduates
Curriculum and Instruction	Opportunities for new electives; Support for new programs	Staff survey; Student survey; Parent survey	Scheduling; Number of students enrolled
Family and Community Involvement	Attendance concerns; Increased parental communication	Parent survey; staff survey; College enrollment data	Attendance; Number of website hits; Parent surveys

V. Schoolwide Strategies

- Staff will meet, prior to the start of the school years, to review data on incoming freshmen.
- All students identified as intensive within the MBI framework.
- Students identified will have Math Enhancement.
- All freshmen will have access to Math Enhancement based on prior test scores/student and expressed parent concerns/8th grade teacher recommendations.
- All freshmen will have access to Read 180 based on prior test scores/student and expressed parent concerns/8th grade teacher recommendations.
- Student Assistance Team will meet in the spring of the preceding year to identify 8th grade students who are at risk.
- Freshmen will start school one day before the rest of the student body to make a faster and easier transition to the building itself.
- Upcoming freshmen will come to the high school this spring for a joint 8th grade/freshman workshop on bullying and violence prevention.
- Freshmen who are at risk for dropping out will be paired with a mentor prior to the start of the school year.
- Seniors who are at risk for dropping out will be paired with an adult mentor prior to the start of the school year.
- *All* students will receive instruction in the fine arts that is integrated into the core curriculum, thus incorporating engaging activities in all courses.
- Students in technology courses will be responsible, with appropriate teacher guidance and instruction, for updating the school website in order to improve communications with parents and community members.
- Freshmen will conduct student-led conferences in the spring. Senior student-led conferences will be held in the fall.
- Freshmen will have a portfolio that contains specified student work, teacher assignments and rubrics, testing information, and other pertinent data.
- Interaction with the district's 21st Century Schools Initiative.
- All students have access to regular Friday morning intervention.

The staff of Seeley-Swan High School will evaluate the success of these strategies by year-end review of state test scores, student/parent/staff surveys, and analysis of internal school data.

V. Instruction by Highly Qualified Teachers

All teachers will be assigned to teach grades and subjects for which the teacher holds the correct Montana licensure and for which the teacher has been determined to be highly qualified. The school follows District procedures that were established to develop individual teacher plans that provide clear and direct communication between the administration and the teachers. The school follows the District procedures that prohibit the use of Title II, Part A funds to pay the salary of any teacher who does not meet the NCLB and State of Montana definitions of highly qualified.

VI. Professional Development

The yearly professional development plan is created by asking the School Improvement Team and staff to reflect on previous professional development in the district and school and answer questions about the challenges anticipated in the coming year in implementing professional development. It will also be very important to see the direct link between professional development for teachers and results that we want for our students. We will discuss the following questions at our 2018 year-end staff meeting:

1. What were the positive aspects of professional development opportunities in the school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Can we see how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to school priorities and key initiatives and programs?
5. What challenges have we faced in providing professional development?
6. How will these challenges be addressed in next years' School Professional Development Plan?

Our professional development plan is:

- based on our school goals;
- aligned to our school improvement plans;
- based on an analysis of the Needs Assessment Data;
- developed to enhance student learning;
- measurable and attainable.
- specific and clear about what is to be accomplished
- results-based and identifies the benchmarks and outcomes for each goal
- time-bound: goals will be re-evaluated at the end of the 2017-2018 school year

Professional development for the 2017-2018 school year, designed to support our individual goals, will include the following:

1. Student assessment/Grading
2. Instructional strategies

3. Differentiating instruction
4. Scheduling and use of time

VII. High Quality Teachers to High Needs Schools

As a secondary school, we attempt to stimulate early interest in teaching through secondary school student involvement and college student teacher programs. Through the federal government, we are making it easier for current and potential educators to complete their degrees by offering scholarships and forgivable loans, and expediting the process for earning teaching credentials through alternative routes to licensure. As a school, we provide current and accurate information to our teaching staff regarding these programs.

- We are in the process of becoming a Professional Learning Community. In the 2010-2011 school year, we invited all teachers to be part of a book study using Mike Schmoker's book, *Results Now*. Toward this end, we are making an ongoing attempt to build a healthy school culture for both students and staff by promoting shared values, planned opportunities for collaboration, and continuous learning.
- We provide mentors for new teachers where participants acknowledge equity among partners. More experienced teachers accelerate the learning of new teachers; the newer teachers reflect to their partners both strengths and areas that need more work. Sustained, generative professional relationships are designed for mutual benefit.
- We are currently reading Robert Marzano's book, *Making Classroom Assessments Reliable & Valid*.

VIII. Parental Involvement

A schoolwide Title I plan and compact was developed jointly with and agreed upon by a committee including SSHS parents, SSHS faculty, and others. After acceptance by this group, the plan and compact were submitted to the LEA. The policy is updated periodically to meet changing needs of the parents and the school.

- **Parent/Community Meetings**

SSHS conducts an annual fall open house to inform parents of the school's participation in the school wide Title I program and to explain the schoolwide Title I Plan and requirements, as well as other programs and policies, and their right to be involved in their child's education.

- **Meeting Options**

SSHS parents are surveyed to ascertain the optimum times for scheduling parent meetings and an effort will be made to vary meeting times (morning, noon, evenings) to accommodate parents' needs. When Title I funds are available, transportation,

child care, and/or home visits, may be offered to eliminate parent involvement barriers.

- **Parent Involvement**

In order to organize, plan, review and improve the schoolwide program (including the parent involvement policy) at SSHS, parent input may be solicited from their service on committees, surveys, meetings, and conferences.

- **Providing and Collecting Information**

Provide parents timely information regarding their child/children through the utilization of individual parent conferences, group conferences and meetings, workshops, newsletters, the school/district websites and surveys regarding:

- A. SSHS's curriculum and programs (including Title I)
- B. Individual student assessment results and interpretation of those results
- C. A description and explanation of the school curriculum
- D. The assessments used to measure student progress and the proficiency levels the students are expected to meet
- E. Opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children
- F. Provide timely responses to parent suggestions
- G. Collect any non-satisfactory parent comments regarding the school wide Title I plan and submit to the LEA
- H. Instructional coaches will provide training to parents regarding literacy, math, and the use of "Q"

- **Provide Assistance**

Through the utilization of individual parent conferences, group conferences, meetings, workshops, websites, newsletters and surveys, parents of students at SSHS will be provided assistance and understanding in the following areas:

- ☐ A. State content standards and student performance standards
- ☐ B. School improvement process
- ☐ C. Components of the school wide program
- ☐ D. State and local assessments
- ☐ E. Requirements of Title I
- ☐ F. Ways parents can monitor their children's progress and work with educators to improve the performance of their children
- G. Ways parents can participate in decisions relating to the education of their children

- **COMMUNITY/BUSINESS PARTNERSHIPS**

The SSHS staff will help develop, to the extent possible, appropriate roles for community-based organizations, and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools and encourage the formation of partnerships between SSHS and local businesses that include a role for parents.

- **EFFECTIVENESS OF POLICY**

Parents will be involved in assessing the effectiveness of the SSHS Parent Involvement Policy. Ongoing opportunities for input and an annual end-of-year survey will assess the overall effectiveness of the parent involvement initiatives as a measure of performance evaluations for the school.

IX. Transition Strategies

- Freshmen will start school one day before the rest of the student body to make a faster and easier transition to the building itself.
- Upcoming freshmen will come to the high school this spring for a joint 8th grade/freshman workshop on bullying and violence prevention.
- Seniors will be offered FAFSA information and help with college transitions by our FRC staff.

X. Data-Driven Decisions

- **Criteria and goal setting** with students engages them in instruction and the learning process by creating clear expectations. By using rubrics, students will understand and know the learning target/goal and the criteria for reaching it. Teachers will establish and define quality work together with students, by asking them to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success. Using student work, classroom tests, or exemplars of what is expected will help students understand where they are, where they need to be, and also help them formulate an effective process for getting there.
- **Observations** go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence will be recorded and used as feedback for students about their learning or as anecdotal data shared with them and their parents during conferences.
- **Questioning strategies** will be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Teachers will use the "Quick Flip Questions for Critical Thinking" in planning lessons. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning. "Exit slips" at the end of a class period may be used to determine students' understanding of the day's lesson as well as quick checks during instruction, such as "thumbs up/down". Helping students ask better questions is another aspect of this formative assessment strategy.
- **Self and peer assessment** will help to create a learning community within a classroom. Students who can collaborate and reflect while engaged in

metacognitive thinking are involved in their learning. Students will be involved in criteria and goal setting; therefore, self-evaluation is a logical step in the learning process. With peer evaluation, students will see each other as resources for understanding.

- **Student record keeping** helps students better understand their own learning as evidenced by their classroom work. This process not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal. Students will maintain examples of their work in portfolios that will be complete at the end of their senior year. (many of these ideas originated in research from *Formative and Summative Assessments in the Classroom* by Catherine Garrison & Michael Ehringhaus).

Teachers have access to our student data system on "Q", and they make use of it by keeping parents informed, by monitoring student academic progress, and by tracking individual test scores. Teachers have expressed confidence in their ability to use student data and our data system, and are supported by their colleagues in this endeavor. They use this data to identify student skill gaps, inform changes to the curriculum, and identify promising classroom practices.

XI. Effective and Timely Additional Assistance

Strategies – Identification: students will be identified based on state test scores, grades, expressed parent/student concerns, teacher recommendations. **Evaluation:** Measurable objectives will be established for each part of the program and will be analyzed and reviewed at the end of each school year.

1. Identified students will be offered an additional supplemental Algebra I or Geometry I instructional period. (Math Enhancement)
2. No Math classes below Algebra I will be offered.
3. Student Assistance Team/MBI team in place for early academic intervention and to identify students at risk for not graduating.
4. Student Assistance Team/MBI Team will meet monthly to discuss MAPS.
5. Regular parent contact by advisors who will be assigned for students identified as needing support.
6. Adult advisors will have daily interaction within the school setting.
7. Early intervention strategist will monitor the progress of all math students and prepare individual learning plans, which will be established for all freshmen.
8. Identified students will be offered an additional supplemental Reading and Language Usage instructional period. (using Read 180)
9. Appropriate credit recovery options will be available as needed. (Aventa, Digital Academy, Satellite High School)
10. An instructional coach will consult with teachers and students in their math and reading classes each month.

XII. Coordination of Programs

All financial resources are allocated for needs at the district level, not to individual buildings. MCPS, in partnership with our local, state and federal funding sources, strives to fully implement the District Strategic Plan.

The Board of Trustees and District personnel work in partnership with the community to establish and achieve the Strategic Plan's vision and goals, and that partnership results in continuing community support for MCPS financially and otherwise. Additionally, the District explores non-traditional revenue sources (i.e., school district Foundation; long term grants; etc.) in order to preserve the valued programs in place and expand opportunities. The District manages its financial resources in a manner that supports the vision and goals.