Title:	**School Improvement Grant Panel**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	This presentation is intended to provide a local perspective on SIG implementation. Key questions: how does SIG implementation (both successes and challenges) inform future accountability framework development? Phase Two of the state accountability system (per E2SSB 6696) refers to the "use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program." How does SIG implementation, as seen through the perspectives presented by this panel, inform future intervention models in our accountability system?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Principals from three local School Improvement Grant schools (also known as MERIT schools) were invited to share their progress to provide a local perspective on SIG implementation. These principals have been asked to briefly address the following questions: 1. What strategies or systems are you implementing to improve student achievement? 2. What is proving to be successful? 3. Specifically, what are you doing to improve achievement for English Language Learners? 4. Do you have local data that you would like to share (academic/behavioral/social-emotional/other)? 5. Are you getting what you need in terms of support and/or operational flexibility? 6. What are your biggest ongoing challenges? 7. (If time permits) What plans do you have for sustaining what you've implemented? Participants include: Mr. Dave Chaplin, Principal, Washington Middle School, Yakima Mr. Lee Maras, Principal, Adams Elementary, Yakima Mr. Chuck Salina, Principal, Sunnyside High School, Sunnyside Ms. Heidi Hellner-Gomez, Director of School Improvement, Sunnyside Mr. Ryan Maxwell, Assistant Principal, Sunnyside High School, Sunnyside	

2011-12 SHS School Improvement Targets

The School Improvement targets and related action steps are to be highly focused on a small number of significant goals that provide Academic Press and Social Support for all students at SHS. As a leadership team we are intentional in our behaviors so that our work of initiating, monitoring, and evaluating school-wide goals and actions will ensure higher graduation rates

1. Strengthen a collaborative culture that promotes student achievement and ensures that each student will graduate. This will be achieved by individually and collectively focusing on the connection of curriculum, instruction and assessment practices to improved student learning.

2. Relentlessly utilize data to refine and strengthen systems of social support and academic press for each student that results in increased assessment scores and higher graduation rates.

3. Develop and implement more opportunities for students to help them connect to school and community, build positive relationships, and envision their future.

4. Engage our local and school community in building relationships that promote the success of each student.

Goal #1: Strengthen a collaborative culture that promotes student achievement and ensures that each student will graduate. This will be achieved by individually and collectively focusing on the connection of curriculum, instruction and assessment practices to improved student learning.

Ninth 45 Days (Nov. 15-Jan. 7)	Tenth 45 Days (Jan. 8-Feb. 17)	Eleventh 45 Days (Feb. 21-Apr. 6)	Twelfth 45 Days April 7-May 21

Ninth 45 Days (Nov. 15-Jan. 7)

- Actively engage teachers conversations during PGP process using Elements of Instruction utilizing common language.
- Develop and implement a needs assessment as it relates to formative assessment.
- Provide support in identifying HYS in teachers' discussions in PLCs.
- Continue to collect and analyze PLC products to monitor and further PLC work.
- Develop a PLC report card.

<u>Quick Wins:</u>
- PLC products demonstrating improvement in teaching and learning.
- Diagnosis of staff pd needs on formative assessments.
- First round of evaluations completed.
- Staff reflection on PLC work.

Tenth 45 Days (Jan. 8-Feb. 17)

- Actively engage teachers in conversations around common PGP themes as they relate to collections of evidence using the common language of the Elements of Instruction.
- Develop and deliver in-service training on pre-assessments through PLC and/or PDD.
- Create strategies and protocols to support teachers' discussions in PLCs on effective instructional strategies.
- Use the CIA/5 week cycle visual to frame in Pre-Assessment work on next PDD.
- Develop PLC report card.

<u>Quick Wins:</u>
- Evidence/what success on what collections looks like.
- PLC Report Card.
- Teach each PLC a common protocol

Eleventh 45 Days (Feb. 21-Apr. 6)

- Identify effective GLAD instructional strategies that align with assessments and learning targets within a unit cycle. (English, math, science)
- PLC Report Card
- Actively engage teachers in conversations around common PGP themes as they relate to collections of evidence using the language of the Elements of Instruction.
- Deliver in-service training on pre-assessments through PLC and/or PDD.
- PGP collection of evidence samples from each PLC for Leadership Team review for patterns, themes and support.
- Schedule and implement a pre-assessment p.d. for interested staff.
- Each PLC develops a lesson cycle around Identifying Similiarities and Differences.

<u>Quick Wins</u>
- Action Teams identifying GLAD strategies that support lesson cycle.
- Implementing a research-based instructional practice.
- Identifying successes and developing clarity regarding PGPs.

Twelfth 45 Days April 7-May 21

- Identify effective GLAD instructional strategies that align with assessments and learning targets within a unit cycle. (English, math, science)
- PLC Report Card
- Meet with PGP Team to talk about next steps.
- Deliver in-service training on assessment on PDD.
- Implement their lesson and reflect on use of Identifying Similarities and Differences.

<u>Quick Wins</u>
- Gonzaga visit to assist implementation of GLAD strategies within math, science, English.
- Feedback on successes/needs of PLCs.
- Lessons implemented around a HYS.
- PGPs completed.

Goal #2 Relentlessly utilize data to refine and strengthen systems of social support and academic press for each student that results in increased assessment scores and higher graduation rates.

Ninth 45 Days (Nov. 15th-Jan. 7)

- Disaggregate student failure out by teacher and develop strategies that support individual students.
- GT2 Sped support plan in place.
- Continue to work with Schoolwide Assessment Team with a plan to utilize data to support PGP/PLC goals.
- Red, yellow, green, orange system revised, simplified and is under construction. Completed by Winter Break.
- Uniform G2 system running that includes purpose, consistent communication and attendance protocols and data.
- Ensure that we have identified and are supporting ELL students and teachers.
- Students creating Student Data Dashboard.

Quick Wins
- Student Leadership Council ownership of data dashboard.
- Failing Sped students receiving support.
- All accommodations on Power School.
- SIS running and utilized for all stakeholders.
- 400 students online for Nav. 101.
- Student ownership of F list in PLCs.

Tenth 45 Days (Jan. 8-Feb. 17)

- Disaggregate students who have failed a graduation-required course on Data Dashboard and track success of repeat enrollees.
- Tracking of student attendance in GT2.
- Analyze PGP themes and collection of evidence including discussion of strategies and a database to collect data for evaluation.
- Red, yellow, green and orange system revised, simplified and is under construction.
- Develop and implement a plan to support ELL students.
- Develop and implement a plan to support teachers with resources, including personnel and GLAD training.
- Students creating Student Data Dashboard and creating strategies to implement student-to student support.

Quick Wins
- G2 attendance rate.
- Training teachers in GLAD strategies.
- Student Data Dashboard: student to student support.
- Continued enrollment of students in Navigation 101.

Eleventh 45 Days (Feb. 21-Apr. 6)

- Implement systems and review data that support improved attendance/tardies.
- Continue to track G2 attendance by department.
- Continue to track success of repeat enrollees.
- Expand red, yellow, green to freshmen and sophomores.
- Complete the ELL support plan.
- Student-led action plans based on Student Data Dashboard.
- Nav 101/Student Advisory involved in scheduling and 13th year plan.
- Survey staff on success of plan to address student truancy/respect.

Quick Wins
- Student-initiated systems of support to increase graduation.
- Decrease in tardies.
- Improved G2 attendance.
- Improved student satisfaction with schedule.
- Staff feedback on success of truancy/respect plan.

Twelfth 45 Days (April 7-May 21)

- Implement systems and review data that support improved attendance/tardies.
- Continue to track G2 attendance by department.
- Continue to track success of repeat enrollees.
- Expand red, yellow, green to freshmen and sophomores.
- Complete the ELL support plan.
- Monitor student-led action plans based on Student Data Dashboard.
- Focus on 13th Year Plan in Advisory using Nav 101.

Quick Wins
- Nav 101 refresher.
- Each counselor meeting with 20 students and their parents to improve GT2 attendance.
- Finalize 2nd Trimester success for repeat enrollees.
- Following the timeline on the master schedule.

Goal #3: Develop and implement more opportunities for students to help them connect to school and community, build positive relationships and envision their future

Tenth 45 Days (Jan. 8-Feb. 17)

- Student Leadership Program
- Steps of Character Ed reviewed and renewed.
- Define activities.
- Gonzaga University counselor mentoring partnership .
- Continued development of and expansion of Sped mentoring program.
- Development of post-secondary plan through Gear-Up.
- Development 7-12 marketing plan for scholarship.
- TDG Leadership Camp for leadership students.
- Establish a database of community members who have volunteered for Senior Projects.
- Complete database of students who can tutor for G2.

Quick Wins
- SLP kick-off.
- Gonzaga Counseling meeting.
- Recruiting judges for presentations.

Ninth 45 Days (Nov. 15-Jan 7)

- Create a student leadership plan embedded in our enrichment program including clubs and activities. (Migrant Leadership Program)
- Continued development of and expansion of Sped mentoring program.
- Development of post-secondary plan through Gear-Up.
- Establish a database of community members who have volunteered for Senior Projects.
- Establish a list of volunteers who will be potential mentors for Senior Projects.
- TDG Leadership Camp for Leadership Students.
- Database of students who can tutor for G2.

Quick Wins
- Hired Migrant Specialist to work with SLP.
- Training with SEMY.
- Draft of database will be completed.
- Initial draft of potential volunteers for mentors.
- First activities with mentors.

Eleventh 45 Days (Feb. 21-Apr. 6)

- Implementing action plan created GU and SLP leaders.
- Implementing school-wide character traits lesson plans through advisories.
- Gonzaga counselors mentor on-site visits.
- Development of post-secondary plan through Gear-Up.

Quick Wins
- Round 1 of Senior Projects completed.
- Implement Character Counts lesson plans.
- GU mentors on site.
- SLP action plan implemented.

Twelfth 45 Days (April 7-May 21)

- Leadership Class is working with City Council to partner on Character Counts next steps.
- Continue schoolwide character traits lesson plans.
- Gonzaga counselors mentors on-site visit.
- Implement scholarship personal essay in 9th/10th classes.
- Development of post-secondary plan through Gear-Up.
- Development of post-secondary plan through Gear-Up.

Quick Wins
- April City Council meeting presentation.
- Character Counts lesson in advisory.
- Character Counts videos.
- Second round Senior Projects completed.

Goal #4: Engage our local and school community in building relationships that promote the success of each student.

Ninth 45 Day (Nov. 15-Jan. 7)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
  - to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Create a list of possible community volunteers for Truancy Board.
- Communication plan for GT2.
- Dollars for Scholars scholarships for College in the Classroom.

Quick Wins
- Community volunteer partnership established to further connections to support programs.
- Communication plan for GT2 up and running (posters, School Messenger, etc)
- Dollars for Scholars scholarships process to support College in the Classroom in place.

Tenth 45 Day (Jan. 8-Feb. 17)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav. 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
- to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Continue to recruit community volunteers for Truancy Board.
- Engage counselors in Truancy Board plan.
- Respect Committee create clarity defining student-to-teacher and teacher-to-student respect.

Quick Wins
- Senior Project support. AGH
- Counselors working with Truancy Board.
- Respect Committee.

Eleventh 45 Days (Feb. 21-Apr. 6)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav. 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
- to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Check-ins with Respect Committee on how tardy/discipline plan is working.
- Create monolingual truancy boards.

Quick Wins
- Monolingual Truancy Boards.
- Recognize the school climate regarding truancy/respect with feedback.
- Increase the number of community volunteers involved in Senior Projects.

Twelfth 45 Days (April 7-May 21)

- Work with community volunteer to implement the following:
- Identify guest speakers for Nav. 101.
- Develop and complete interest inventory to identify enrichment activities.
- Create Advisory Committee
- to support Character Counts program.
- Identify possible mentors to support Senior Projects in 2nd Trimester.
- Check-ins with Respect Committee on how tardy/discipline plan is working.
- Increase attendance at Parent Conferences.

Quick Wins
- Monolingual Truancy Boards.
- Recognize the school climate regarding truancy/respect with feedback.
- Increase the number of community volunteers involved in Senior Projects.

2011-2012 SHS Data Dashboard:
March 19, 2012

Overall Failure Rates:

	GRADE	1 F C/LW	2 Fs C/LW	3 Fs C/LW	4 Fs C/LW	5 Fs C/LW		PERCENTAGE OF STUDENTS PASSING ALL CLASSES		
								LAST DASHBOARD 3/05/12	END OF 2ND TRIMESTER 2012	END OF 1ST TRIMESTER 2012/2011
SEPT. 19 2011	9th	71/70	29/46	12/27	6/16	4/4		65.8	74.9	72.4/70
	10th	69/87	20/33	7/22	3/8	2/3		63.5	77.3	72.2/70
	11th	59/71	26/28	13/20	6/7	3/3		68.8	76.8	74.1/70
	12th	45/81	14/32	6/7	3/8	0/3		66.1	83.7	82.4//75

Fs by Dept	Math	English	Health & Fitness	World Languages	V & P Arts	Social Studies	CTE	Science
Jan 9, 2012	28.99	13.00	6.13	7.58	6.76	14.21	13.14	20.96
Jan 17, 2012	26.04	14.12	10.19	10.67	5.32	12.53	14.72	15.75
Jan 23, 2012	25.50	14.84	10.74	11.69	5.26	12.08	15.03	17.97
Jan 30, 2012	24.25	12.54	11.80	7.71	4.68	12.14	13.48	19.51
Feb 06, 2012	23.08	15.68	12.68	8.46	4.50	10.62	14.07	18.74
Feb 13, 2012	21.39	13.24	11.79	8.04	4.88	18.75	12.55	16.50
Feb 21, 2012	19.64	13.33	11.64	7.54	4.16	20.24	13.74	14.86
Feb 27, 2012	19.41	13.20	11.53	7.98	4.36	20.21	13.82	15.38
March 5, 2012	18.27	12.46	10.90	7.50	3.53	12.43	13.20	14.69
End of Winter Term	8.49	6.33	7.67	6.72	3.84	4.41	9.91	8.03

Grizzly Time 2 Attendance:

	Math	English	Health & Fitness	World Languages	V & P Arts	Social Studies	CTE	Science

Attendance:

Grade	T1	T2	Mar 12-16	Mar 19-23	Mar 26-30	Apr 2-6	Apr 16-20	Apr 23-27	Apr 30-May 4	May 7-11	May 14-18	May 21-25	May 28 - June 1	Jun 4-8	T3
9th	96%	94%	97%	%	%	%	%	%	%	%	%	%	%	%	%
10th	94%	94%	96%	%	%	%	%	%	%	%	%	%	%	%	%
11th	95%	94%	98%	%	%	%	%	%	%	%	%	%	%	%	%
12th	94%	95%	98%	%	%	%	%	%	%	%	%	%	%	%	%
Average:	95%	94%	97%	%	%	%	%	%	%	%	%	%	%	%	%
# with 95% or better-T1	860	709	1004												
Perfect Attendance-T1	133	100	772												

Referral Comparison:

Referral Type	Sept-Dec 2010	Sept-Nov 2011
Long Term Suspension	0	0
Short Term Suspensions	60	48
Emergency Expulsions	28	26

*Drops from American Academy, CAP, and Contract Learning by grade level: 9th-<#>, 10th-<#>, 11th-<#>, 12th-<#> (senior group includes 5th year seniors).

Transformational Partnerships: Sunnyside High School and Gonzaga University

Chuck Salina, PhD, Transformational Specialist, Gonzaga University
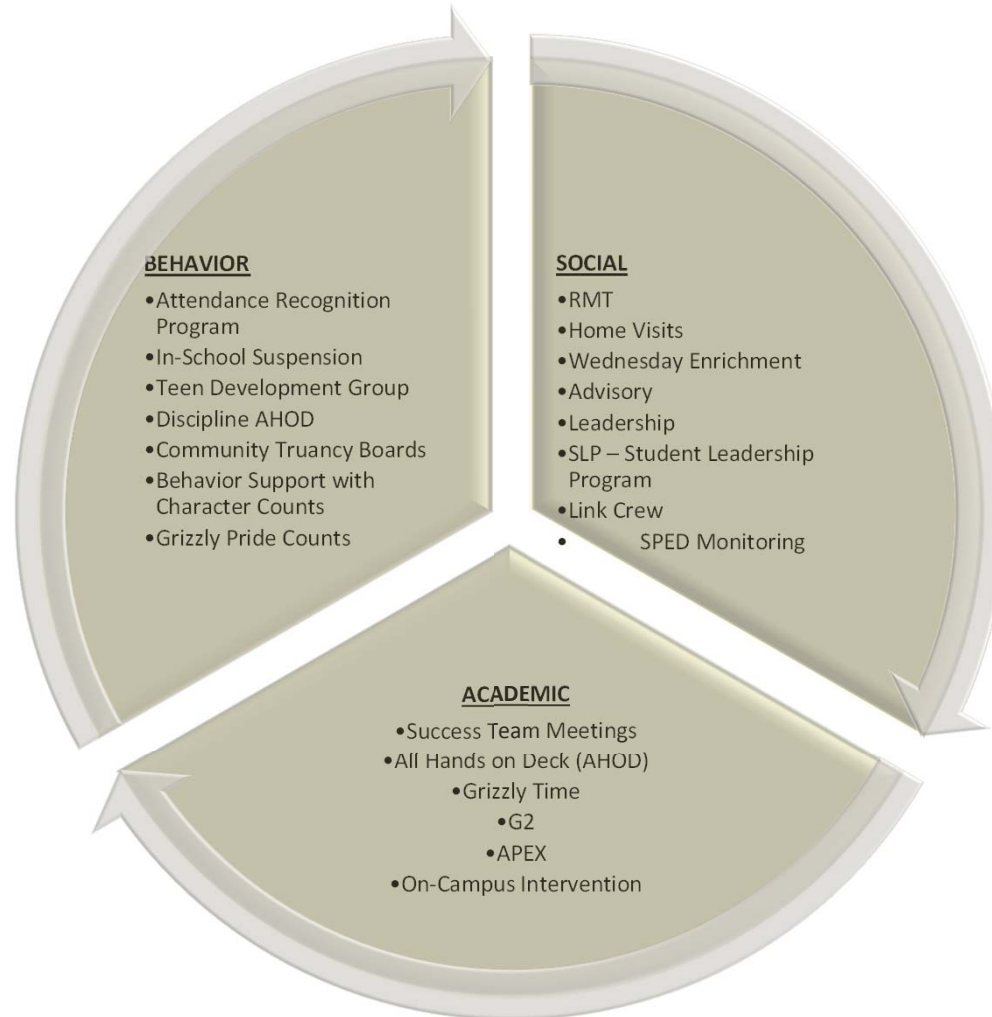
Ryan Maxwell, Assistant Principal, SHS

Heidi Hellner-Gomez, Director of School Improvement, SSD

SUNNYSIDE SCHOOL DISTRICT MERIT/SIG SCHOOL TRANSFORMATION: Evidence of Progress

Attendance Rate	2009: 92%	2011: 95%
Graduation Rate	2009: 49.8%	2011: 70.9%
ELL Graduation Rate	2009: 27.5%	2011: 44%
State Math Results	2009: 21%	2011: 41%
Students Passing All Classes	2009: 57%	2011: 76%
AMAO Indicator	2009: Met 2/3	2011: Met 3/3

SHS Systems of Support

BEHAVIOR
- Attendance Recognition Program
- In-School Suspension
- Teen Development Group
- Discipline AHOD
- Community Truancy Boards
- Behavior Support with Character Counts
- Grizzly Pride Counts

SOCIAL
- RMT
- Home Visits
- Wednesday Enrichment
- Advisory
- Leadership
- SLP – Student Leadership Program
- Link Crew
- SPED Monitoring

ACADEMIC
- Success Team Meetings
- All Hands on Deck (AHOD)
- Grizzly Time
- G2
- APEX
- On-Campus Intervention

Systems Thinking

- All Hands on Deck
  - Guardian Angels
- Grizzly Time
- Grizzly Time 2
- Data Dashboard/Red-Yellow-Green
- Student Leadership Program
- Truancy Board/Teenage Development Group Attendance
  - Understanding the power of student voice and social support
  - Empowering Data v. Punitive Data

Accountability/Keeping Score: How Do We Monitor Progress?

<u>45 Day Plan:</u>

Action steps and quick wins in four goal areas, reviewed weekly by admin team

<u>Data Dashboard:</u>

Weekly monitor of attendance, grades by department, discipline, F-List by teacher. Shared with teachers and students.

Student Voice...

- We as an entire high school started to care about our attendance, grades, and graduation. Not only that, but we started to care about other people too. You could hear people say come to class. We WANT off campus lunch. Get your grades up. You can graduate. These kinds of changes are what were really important this year. It is what defined us from the rest of the classes that have graduated at SHS. We were the beginning of this amazing change, but we're certainly not the end.

  - Christine Kim, Valedictorian, Class of 2011