

**Bureau of Indian Education**  
**Turtle Mountain High School**  
**2024-2025 School Improvement Plan**



**School Type:** Tribally Controlled  
**ERC:** Bismarck

# Mission Statement

Prepare students for a changing world while preserving our culture and heritage.

## Vision

Educate and nurture the whole child to empower choices and pathways for success.

## School Improvement Team

Principal - Bradley LaRocque

Assistant Principal - Jordan Dionne

CTE Director - Dr. Kellie Hall

Guidance Director - Gaileen Davis

Special Education Director - Danielle Sloan

Student Services Specialist - Elton Davis

School Improvement Coordinator - Dr. Kellie Hall

Business Technician - LeeAnn Decoteau

CTE Instructor - Daryll McGillis

CTE Instructor - Jessica McGillis

Related Arts Instructor - Jerome Decoteau

Science Instructor - Annadine Rendon

Social Studies Instructor - Jacob Decoteau

Special Education Instructor - Samantha Grant

ELA Instructor - Maggie Chase

ELA Instructor - Sheena Laducer

Guidance Counselor - Jessica Zaster

Math Instructor - Cindy Keplin

Social Studies Instructor - Eric Smith

Parent - James & Angie Decoteau

Board Member - Allan Malaterre & Anna Ross

# **CNA Executive Summary**

## **Stakeholder Engagement**

The TMCHS School Improvement Team is comprised of the Administrative Team, 3 Teachers (ELA, Math and CTE), 2 Parents, 1 Community Member, and 2 Board of Education members, along with the School Improvement Coordinator. The plan is developed with perception data from internal and external stakeholders and is reviewed by this team with direct input from each constituent group to ensure that all stakeholder voices are included in the school improvement planning process.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Turtle Mountain Community High School

Needs Assessment Overview

**2024-25**

#### ***School History***

The Turtle Mountain Community High School (TMCS) is located on the Turtle Mountain Reservation in north central North Dakota in the community of Belcourt. It is governed by a complex structure representing the Turtle Mountain Band of Chippewa Indians, the Belcourt School District #7 and the Bureau of Indian Education. The Bureau of Indian Education and the Belcourt School District #7 jointly operate the school system through a cooperative agreement. The high school, middle school and elementary school are each accredited by the State of North Dakota and North Central Association.

The Turtle Mountain Community High School offers a comprehensive elective course selection to serve the needs of students who are preparing for college, trade or technical school, the military or the workplace.

The first TMCS complex was completed in 1931 at a cost of \$150,000. Its doors opened in the fall of 1931 for students in grades one through eight. The 36,762 square-foot structure contained only 16 classrooms; hence was inadequate space-wise to accommodate students in grades nine through twelve. These high school students were sent out to boarding schools or attended nearby public schools. The ninth year was finally added in 1939 with an additional grade each year thereafter. Hazel DeMontigny, Mabel Grant, Marion Morin, Leona Poitra, and May Thomas, the first senior class, graduated in 1943. In 2007, a total number of 106 students graduated.

In 1962 a new high school was built at the cost of \$1,917,605. The 56,503 square-foot structure was designed to handle 400 students. A new elementary building was constructed in 1972 at an initial cost of approximately \$3,380,000. The 67,600 square-foot building contained 30 classrooms, four kindergarten classrooms, a band room, office space, etc. Two more kindergarten units were added in 1974.

A second high school building was erected in 1984. The middle school students moved into the old high school. The new structure cost \$8,800,000 with 92,000 square feet. The new high school was complete with a gymnasium, music room, science rooms, computer lab, counseling and office space.

On October 26, 1984, an early morning fire did considerable damage to the middle school and the adjoining elementary school. Immediately, using available spaces, half-day schedules were arranged for all students K-12 including double bus runs. In January 1985, the improvised structures formerly used, once again accommodated the middle school students until the fire-damaged area was rebuilt in 1989.

The third new high school (123,000 square feet at a cost of \$27,000,000) was completed in late 2007. The high school students moved into the new structure in January 2008. With these present facilities, we are better able to house our student population of 1600 in a conducive academic environment in order to provide quality learning for all.

### ***Community Information***

Our school is located on the Turtle Mountain Band of Chippewa Reservation in Rolette County. The community is very rural, and unlike the state of North Dakota, our community has one of very high poverty rates and high unemployment. Due to limited business and a suffering economy, many of the students we serve live well below the poverty threshold.

## **RESERVATION DEMOGRAPHICS**

### ***Belcourt Quick Facts***

- North Central North Dakota
- 6 X 12 mile land base
- AKA Turtle Mountain Band of Chippewa (TMBCI) Reservation
- TMBCI Enrollment: approximately 30,000 (not all members reside in on Reservation)
- Considered one of the most densely population Native American reservations
- If was listed as a city, would be the 5<sup>th</sup> largest cities in North Dakota
- Surrounding communities: Rolla, Rolette, St. John, Dunseith
- Educational Institutions located in Belcourt:
  - Public/BIE: Turtle Mountain Elementary School
  - Public/BIE: Turtle Mountain Middle School
  - Public/BIE: Turtle Mountain High School
  - Public/BIE: Ojibwa Indian School
  - Private: St. Ann's Catholic School
  - Secondary: Turtle Mountain Community College
- Primary Language: English
- Governed by a Tribal Council consisting of eight (8) Council Representatives (2 per district), one Tribal Chairman., and a Tribal Court System
- Membership in the TMBCI requires a one-quarter blood quantum of Indian Blood.
- Ethnicity--blended culture has developed, with strong influences of both the Ojibwe and Metis

**School Information**

Turtle Mountain High School (TMHS) serves students in grades nine through twelve. As of 05/13/24, the student active and drop population for SY 2023-2024 TMHS consists of 508 total students, with the following subgroups: 236 female students, 272 male students, 133 Special Education students, 98 Section 504 students, 155 Native Language Learning students, 18 Gifted and Talented students, and 27 students that are homeless. While preserving the culture of our tribe, including the Ojibwe Language, is a priority, our student body speaks English as their first language. Enrollment Trends at TMCHS have remained steady over the past 3- 5 years with an average enrollment of 584.

TMHS has 114 total staff members, with 56 instructional staff (i.e. teachers, administration, counselors) and 58 non-instructional staff (i.e. paraprofessionals, social workers, secretarial, custodial, etc.). 101 staff members are of Native American descent.

Category of Information	Information that is Accessible & Current	What We Learned
School Profile/ Public Self	<ul style="list-style-type: none"><li>NASIS, Stars</li><li>Teacher Qualifications/Retention</li><li>Paraprofessional Qualifications/Retention</li></ul>	<ul style="list-style-type: none"><li>Teachers retiring and recruitment focus areas for 24/25 SY.</li><li>100% teacher highly qualified.</li><li>100% paraprofessional certified</li><li>Staff of Native American descent</li></ul>

The High School School Improvement Team (SIT) consists of administrators, classroom teachers, special education staff members, parents, community members, government leadership, and school board members. The SIT team meets twice monthly throughout the school year to work on the many aspects of school improvement, analyze data quarterly, conduct root cause analysis, and share ideas for improvement of student performance. The SIT also meets with the K-12 (LEA and Area Schools) improvement teams to share information, discuss strategies, and align practices K-12 for smoother transition of students, both between school during the academic year, and grade progression transition as well.

### ***Mission, Vision and Values***

The mission, vision and beliefs were revisited and revised during the Spring and Summer of 2022 in a K-12 initiative led by our Superintendent with consultation from Dr. Schatz, former Superintendent of Fargo Public Schools. All internal and external stakeholders were engaged through virtual and face to face forums and focus groups to ensure input from our schools, our students, our parents, and our community members. The following were adopted and implemented School Year 2022-23:

#### **Educational Philosophy**

We believe the Great Spirit put us on Mother Earth to be kind, respecting one another and all things. We believe the Turtle Mountain Community School must reflect the people's past, present and future way of life. Recognizing each of our children as unique and individual people of our Turtle Mountain community, the school in cooperation with the parents will provide educational opportunities for all students to be competent culturally, physically, emotionally, socially and academically.

#### **Mission**

Prepare students for a changing world while preserving our culture and heritage.

#### **Vision**

Educate and nurture the whole child to empower choices and pathways for success.

#### **Beliefs and Values**

As a school system, we are committed to the 7 Teachings in everything we do:

Wisdom  
Love  
Respect  
Bravery  
Honesty  
Humility  
Truth



## **Curriculum and Instruction**

TMCHS Curriculum is recommended by teachers and administrators, approved by the School Improvement Team and brought to the Belcourt School District 7 Board for final approval and purchase. The high school offers a variety of both required and elective courses, including a variety of Career and Technical Education, fine arts, native language, and STEM courses to address the interests of all learners. We follow the graduation requirements of the state of ND, and also meet the requirements of the CFR for the Bureau of Indian Education. Curriculum is reviewed annually and the teachers drive the need for changes, based upon current requirements, action research, and student achievement and growth.

- Mathematics - Gina Wilson for all T1 subject areas. Aleks is used as a supplemental T2. Gina Wilson modified is used for T3.
- English Language Arts - My Perspectives is used for T1, with coordinated supplementals for T2. Language!Live is used for T3.

TMCHS Instruction is done onsite, with several options for online coursework, dual credit through our local tribal college (TMCC) and alternative program delivery in small group settings. Teachers follow the Marshall Model, with both lecture, small and large group activities and instruction and hands-on work. The google classroom is used by many instructors and there are grade level google classrooms (9-12) for delivery of HOOP (Honoring Our Occupational Pathways) instruction including the Cultural SEL and Guidance Curriculums.

The school has implemented an academic multi-tiered system of support for ELA and Math, where we have students placed within 3 tiers based on their academic performance. Tier 1 (all students) are benchmark assessed Beginning, Middle and End of Year (BOY MOY EOY). Tier 2-3 students are also progress monitored monthly to monitor growth and needs for timely intervention.

The high school is on a 4-day week, with monthly BRAVES Friday's built into our calendar for students who are struggling to come into school and get small group and individualized support from their classroom teachers. Additionally, the high school has a daily BRAVES Hour, which follows the same premise as BRAVES Friday where 35 minutes daily are built into the school schedule for additional support, SEL instruction, and relationship building, Choice Ready activities, and goal setting in the HOOP (Honoring Our Occupational Pathways). Students are assigned a HOOP as they enter the high school, by grade level. They remain with this HOOP teacher until they complete or leave school.

## **Areas of Focus (Strategic Themes) and Student Performance**

### **Student Growth**

- Math - Performance on the 2023-24 NDSA showed the high school performing lower than a 50% proficiency in math. Math scores overall did show an increase in the advanced category (from 1% to 2%) and a decrease in the novice category (from 63% to 61%). **We did not meet our SMART Goal for this area which was "Goal 2 -The number of students in grade 10 scoring proficient and advanced in Math will increase from 13% to 18% by the end of the 2023-24 school year as measured by the NDSA."**

### Summative Mathematics

Grades Tested: 10

Tests Taken: 123

Date Last Taken: 04/11/2024



- English Language Arts - Performance on the 2023-24 NDSA is higher in ELA than Math, but still remains below the 50% proficiency rate. The high school ELA proficiency rate remained at 29% proficient and advanced, which was the same for the 2022-23 NDSA. **We did not meet our SMART Goal for this area which was “Goal 1-The number of students in grade 10 scoring proficient and advanced in English/Language Arts will increase from 29% to 34% by the end of the 2023-24 school year as measured by the North Dakota State Assessment.”**

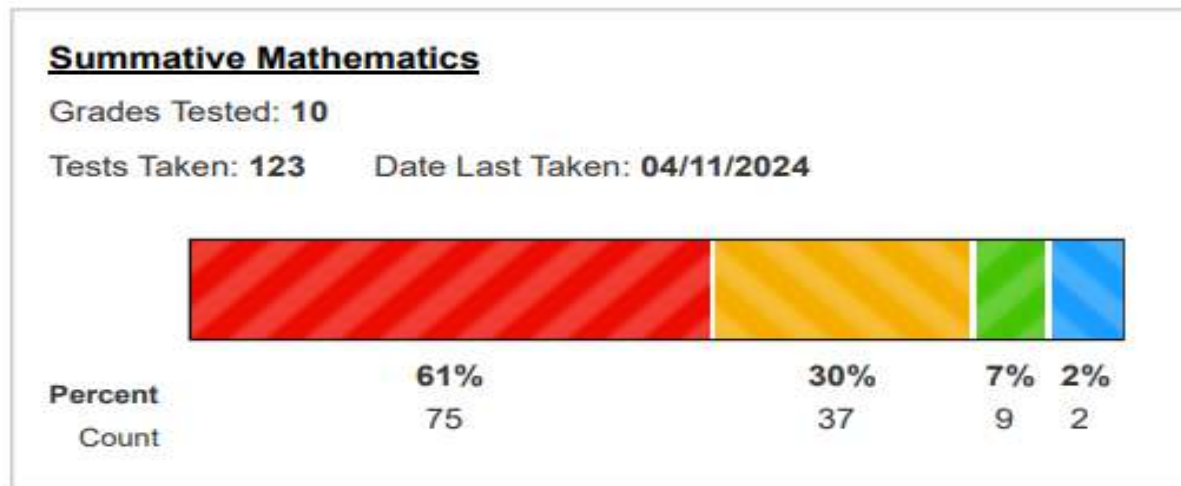
### Summative ELA

Grades Tested: 10

Tests Taken: 127

Date Last Taken: 03/29/2023





- In terms of our social emotional components of school improvement, data points used to determine progress toward our goal “Goal 3-The number of students grade 9-12 identified for Tier II and Tier III Social Emotional Learning Supports will decrease by 5% as measured by FastBridge and the ND Student Engagement Survey” included Attendance, Behavior, Course Completion, internal referrals, homeless, and SAEBRS/mySAEBRS data for BOY and MOY. The SAEBRS/MySAEBRS data showed the following:
  - Grade 9 (131 students total) - a 1% decrease (17% to 16 %) in T2 students identified and no change in T3 (remained at 14%) from BOY (beginning of year) to MOY (middle of year).
  - Grade 10 (134 students total) - a 1% increase in T2 students (19% to 20%) and a 3% decrease (16% to 13%) in T3 students from BOY to MOY.
  - Grade 11 (133 students total) - a 15% decrease in T2 students (23% to 8%) and a 9% increase in T3 students (17% to 26%) from BOY to MOY.
  - Grade 12 (110 students) - a 1% decrease in T2 students (10% to 9%) in T2. Tier 3 data was not available at the time of this reporting.

**Analysis** - a slight decrease of 1% was evident in Grade 9, while grade 10 had a 2% decrease. Grade 11 had a change of 6% in decreasing T2 & T3, and grade 12 showed a slight decrease in T2. These findings suggest that while there were some decreases, with the goal being met for grade 11 only, the strategic identification of data points have made the needed services more evident, resulting in more students identified as T2 and T3. There is also a need to write a SMART goal that is reflective of the students’ social emotional measure and not just a teacher and self assessment. **We did meet our SMART Goal for Grade 11 only which was “Goal 3-The number of students grade 9-12 identified for Tier II and Tier III Social Emotional Learning Supports will decrease by 5% as measured by FastBridge and the ND Student Engagement Survey”.**

## Culture and Community

- Culture and climate are reflective of both the feelings students, staff and stakeholders have as part of the school community and the traditional cultures of the Turtle Mountain Band of Chippewa Indians, which are both central to our schools mission and vision.
- Culture of our tribe is the basis for behavioral expectations for students and the staff who provide role modeling and instruction in the belief system of our tribe, known as the 7 Teachings of the Anishinaabe People which the Turtle Mountain High School is committed to in everything we do. These teachings are: Wisdom, Love, Respect, Bravery, Honesty, Humility and Truth.
- Based upon our Culture and Climate surveys done using the Cognia system, the following can be noted:

**Cognia Climate and Culture Teacher Survey completed on 4/10/24**

- 39 Respondents
  - 36% (20+ years experience)
  - 28% (11-20 years)
  - 21% (4-10 years)
  - 13% (1-3 years)
  - 3% (less than 1 year)
- Words or phrases that describe expectations for students at your school
  - 85% Students are learning
  - 75% Students should ask a teacher
- Things you say to your students
  - We will be working on ....
  - You got it right!
- How you feel when trying to complete your responsibilities
  - 62% Never enough time
  - 59% Hectic
  - 56% Pressured
- What you think of your colleagues
  - 64% Caring
  - 41% Real
- What students most often do in your classroom
  - 59% Classroom work
  - 51% Think
  - 49% Work with others
- Interactions with other teachers are
  - 72% Supportive
  - 64% Respectful
  - 64% Helpful
- Physical Space is
  - 59% Comfortable
  - 54% Flexible

- 49% Inviting and Stable
- How you feel at work
  - 54% Tired
  - 51% Pressured

#### **Analysis:**

Based on these results, Teachers feel there is insufficient time, resulting in feelings of pressure and hecticness. They feel supported by their colleagues and are happy with their teaching environment.

#### **Cognia Climate and Culture Staff Survey completed on 4/10/24**

- 28 Respondents
  - 57% (20+ years experience)
  - 4% (11-20 years)
  - 11% (4-10 years)
  - 25% (1-3 years)
  - 4% (less than 1 year)
- Words or phrases that describe expectations for students at your school
  - 89% Students are learning
  - 86% Students should ask a teacher
- How you feel when trying to complete your responsibilities
  - 50% calm
  - 50% enough time
- What you think of your colleagues
  - 57% Caring
  - 39% Unfair
  - 36% Inconsistent
- Interactions with other staff are:
  - 79% Supportive
  - 68% Respectful
- Physical Space is
  - 64% Comfortable
  - 61% Open
  - 49% Inviting and Stable
- How you feel at work
  - 50% Tired
  - 46% Supported
  - 39% Pressured

**Analysis:**

Based on these results, Staff feel calm and not pressured for time. They feel their colleagues are caring, but unfair and inconsistent. Interactions with other staff are positive with support and respect. They agree with the teachers that the physical space is comfortable, open and inviting. They do feel tired and pressured, but supported as well.

**Cognia Student Engagement Survey completed on January 2024**

Analysis - TMCHS Student Engagement Survey 3 year data (2021, 22, and 23) indicate that our students increased their “committed category” in both the Behavioral and Emotional domains. Additionally, the “disengaged category” decreased across all three domains (Behavioral, Cognitive and Emotional). This data shows that TMCHS students' disengaged numbers are decreasing and committed numbers are increasing. However, the largest number of student respondents are scoring highest in the compliant category. The school will need to implement activities and strategies to change the culture and climate of our student commitment to move more students to the Committed domain from the Compliant domain.

**Communication**

- Results from our parent and external stakeholder survey show that parents are pleased with the school overall, rating the school at a 4.17 on a 5 point scale. The feedback below notes:

- 

**Cognia Parent/Family Survey completed February 2024**

- 28 Respondents
- Overall Score of 4.17
  - Highest scoring items
    - “Make us feel welcome”
    - “Treat us with respect”
  - Lowest scoring items
    - Use digital resources
    - Listen to the teacher talk
    - Homework
    - Exams

**Analysis:**

Based on the survey results, TMCHS scored well on the parent and family survey with a 4.17 average on a 5 point scale. Glo’s include parents feeling welcome and treated with respect. Possible grows includes more use of digital resources and student engaging activities vs. listening to the teacher talk and written work such as homework and exams.

### **Root Cause Analysis**

- Low academic proficiency has been historically low in both ELA and Math. Low proficiency as well as missing or extremely low scores in the progress monitoring and benchmarking assessments points to several root causes including:
  - Patterns of missing school (and therefore critical foundational learning in core areas)
  - Lack of coordinated parental involvement and targeting parenting training
  - Lack of trust historically as an indigenous people in the State and/or Federal government leading to a lack of value in the assessment process.
  -

### **Personnel management**

Personnel management is done at the district level by the Assistant Superintendent. Hiring practices, evaluation, and supervision are all done in accordance with BSD #7 policies and procedures.

### **Major Improvement Initiatives**

- Biweekly Academic Meetings (k-12) - held twice monthly to ensure communication of student progress, curriculum, and assessment. The initiative will be continued to the SY 24-25 plan.
- Utilize data to adjust MTSS academic programming to better meet student needs - this focus allowed fluid movement within the Tiers for ELA and was fully implemented Grades 9-11. The Math Department identified T2 for grade 10 students and will continue this for grades 9-11 SY 24-25.
- Implement all three Tiers of SEL including Positive Behavior Supports for Intervention (PBIS) for all students - The matrix for PBIS, aligned and mapped with our 7 Teachings Cultural beliefs was done, and action plans were started. Implementation was minimal and will be a focal point for next year's improvement plan.
- Conduct a system wide audit using National School Public Relations Association (NSRPA) to create a District Wide (k-12) communication plan - The audit was complete with results shared out to all schools (Elementary, Middle, and High School). A k-12 plan is being developed and the TMCHS has embedded recommendations into the 2024-25 Cognia school improvement plan.
- Promote positive school environment using the Local Culture (7 Teachings) - this was embedded into our Summer PD in both June 2023 and June 2024 to provide teachers with a sufficient knowledge base to both instruct their students in the SEL Anishinaabe Culture Guide (T1) and to better equip them to work the indigenous population that is our student body to provide instruction and build relationships for optimal student learning and growth. Grade 9-12 students were also provided an immersive experience in traditional culture the first week of school year 2023-24.
- Develop proficiency scales and matrix of expected behavior using PBIS based on the 7 Teachings of the Anishinaabe people - Adult proficiency scales were developed by all staff during the BRAVES Friday afternoon PD sessions. Students developed some of the scales but this activity has not been completed yet and will continue on with the next school improvement plan. Accountability measures will need to be added for all.
- Local Culture in the HOOP and BRAVES Hours presented by community members and Elders - these speakers were well received and shared valuable and precious information with our students and staff. This will not be written in next year's plan but will be an activity sustained through other initiatives.

### **Coordination of Programs**

All efforts for student growth are strategically planned and aligned with funding. Funding sources include Title 1, Title 2, Title IV, Title 6, ESSER, 21st CCLC

funds and general funds. Along with funding there are many programs that align with the work of school improvement. Student growth academic and behavior growth is achieved through after school and summer programs. TMCHS also collaborates with many outside university systems such as Minot State University (Mental Health Service Professional Grant), Minnesota State University Moorhead (Masters in Education with an emphasis in reading instruction) and UND and University of Mary (counseling).



# Demographics

## Demographics Summary

School Demographics	
Location	Belcourt, ND
Tribal Affiliation(s)	Turtle Mountain Band of Chippewa Indians
Distance (Miles) to ERC	195
Enrollment	584
SPED %	24%
Native Language Learner %	21%
English Language Learner %	0
G&T %	5%
# of Staff (all)	123
# of Certified Teachers	46
Current vacancies	1
Student Attendance Rate %	81%
Student Chronic Absenteeism Rate (% from NASIS)	17.03%
Graduation Rate (if H.S.)	75%
Homeless %	3%
Grade Levels Served	9, 10, 11, 12

Community Demographics	
Location	Turtle Mountain High School is located on the Turtle Mountain Chippewa Indians Reservation in Belcourt, ND. located in north central Rolette County.
Population	Approximately 30,000 enrolled members and descendents of the Turtle Mountain Band of Chippewa Indians live on or around the official reservation boundaries.
Median income	\$46,481. Rolette County is the poorest county in ND which is documented by extreme poverty, high unemployment rates, poor health, and inadequate housing.
Employment Rate (%)	Approximately 68%.
Community Partnerships	Turtle Mountain Band of Chippewa Indians Tribe, Turtle Mountain Community College, Turtle Mountain Area Schools, Indian Health Services, Turtle Mountain Public Health Department.

## Demographics Strengths

The Turtle Mountain Community High School (TMCHS) is a 100-297 Grant School with a cooperative agreement with both the Bureau of Indian Education, the State of ND as the Belcourt School District #7, and the Turtle Mountain Band of Chippewa Indians Tribe. We have a close-knit community embracing the tribal values of the 7 Teachings of the Anishinabe people including:

- Wisdom
- Love
- Respect
- Bravery
- Honesty
- Humility
- Truth

TMCHS is governed by a unique and complex structure with both the Bureau of Indian Education, the Belcourt School District #7, and the Turtle Mountain Band of Chippewa Indians. It is accredited by the state of North Dakota through Cognia. This unique system works well together in the interest of our most important resource, our children.

The mission of the school district (K-12) was revamped through the strategic planning process in the spring and summer of 2022 and board approved beginning the school year 22-23. The focus of the district has a renewed focus on the importance of culture in the education of our children and a framework for implementing PBIS, a plan for professional development, and a culturally focused Social Emotional Learning Curriculum are being developed to implement in school year 23-24.

The Belcourt School District #7 has a highly competitive salary scale which is critical for the recruitment and retention of highly qualified teachers and staff members.

## Problem Statements Identifying Demographics Needs

**Problem Statements 1 (Prioritized):** Improve family and community engagement with the schools. **Root Cause:** 1. The family and community engagement with external stakeholders is minimal. 2. Communication is sporadic and not consistent. 3. Delivery of communication is not clear and concise for stakeholders. 4. Parent conference and parent family night attendance is very low and lacks structure.

**Problem Statements 2 (Prioritized):** Continued implementation of a consistent Multi-Tiered System of Support across the school and feeder schools. **Root Cause:** 1. Over identification of the Special Education population and students on a 504 Plan. 2. Need for continued consistent intervention response system delivered across the school and feeder schools.

**Problem Statements 3:** Continued student achievement struggles due to non-attendance. **Root Cause:** Lack of buy in from students and parents on the need for attendance to promote successful learning experiences for students.

**Problem Statements 4:** Attendance, Behavior and Course Completion (ABC) data shows a concentrated 15% of students. **Root Cause:** Need for internal support for students to address adverse childhood experiences and trauma.

**Problem Statements 5:** Graduation Cohort data shows that 42/144 students did not successfully meet graduation requirements Sy 23-24 to complete with their cohort. Of the non-graduates, 50% (21/42) are in the SPED Subgroup. **Root Cause:** Attendance is the common factor for all students not completing.

# School Programs & Processes

## School Programs & Processes Summary

Overview	
Student-Teacher Ratio	12:1
Number of School Days	174
Instructional Minutes per Day	457

Academic Programs			
Programs	General Education	Intervention	Special Education
Language Arts	myPerspectives	IXL	Language! Live
Mathematics	Gina Wilson	Aleks	TransMath
Science	McGraw Hill		McGraw Hill
Social Studies	Pearson		Pearson Realize
Native Language	Ojibwe Language I and II		Ojibwe Language I and II
Foreign Language			
Physical Education			
Computers			
Other:			
Other:			
Assessments	General Education	Intervention	Special Education
Summative	North Dakota State Assessment		ND Alternative Assessment
Formative	ND A+ FastBridge	FastBridge Progress Monitoring Monthly	

Strategies	Brief Description
Instruction	Tier I - Program Fidelity, Tier 2 & 3 - Instructional Coaching, MTSS Framework
Assessment	NDSA, ND A+, FastBridge

Strategies	Brief Description
Reteach/Enrichment	Gifted and Talented ELA and Science

Technology	Brief Description
Student Computer/Laptops	1 to 1 school with each student assigned a chromebook
Staff Computer/ Laptops	2 to 1 access with each teacher assigned a laptop and a desktop computer
Internet/Network	High Speed internet with full support of network system administrator
Services & Supports	IT Director and IT Technician provide support

### School Programs & Processes Strengths

There is a District Wide (K-12) comprehensive Multi Tiered System of Support with teams from each school (TMCHS, TMMS, TMES) to collaborate, review and analyze collected data, and update as necessary.

The District provides staff for Progress Monitoring, with nearly 10,000 assessments done in SY 22/23 across the district.

TMCHS will continue enrolling students in STEM classes to be taught in the SMART Lab in the SY 23/24 provided for Grade 9-12 students to access and engage in discovery and virtual exploration not accessible to this population.

Cultural implementation using community resources for traditional learning in the HOOP classes will continue with the addition of the Anishinaabe Culture Guide as a Tier 1 Curriculum.

BRAVES Friday (TMCHS is a four day week school) where students in danger of failing or in need of extra time, help, support, and resources can come to the school with access to all teaching staff.

BRAVES Hour is a 35 minute intervention period scheduled each day for students to get one on one assistance with course work from content area teachers.

The school has a daily relationship building period "HOOP" which is an acronym for Honoring Our Occupational Pathways. This is where students work on SEL Tier 1, PBIS, Cultural Curriculum, and Choice Ready Goal Setting and tracking.

Credit Recovery during the summer (2 weeks) to focus on recovery of credit.

GED in school option for students who are credit deficient in English Language Arts, Math and Social Studies will be available in the SY 24/25.

Expansion of the Alternative Program will take place with the addition of a third classroom.

The Indigenous Restorative Practices Program will continue for a year 2 implementation.

Plans and preparation for the newly implemented Freshman Academy Model and Facility will take place throughout this school year with implementation scheduled for SY 25-26.

### **Problem Statements Identifying School Programs & Processes Needs**

**Problem Statements 1 (Prioritized):** Continued implementation of a consistent Multi-Tiered System of Support across the school and feeder schools. **Root Cause:** 1. Over identification of the Special Education population and students on a 504 Plan. 2. Need for continued consistent intervention response system delivered across the school and feeder schools.

**Problem Statements 2:** Continued student achievement struggles due to non-attendance. **Root Cause:** Lack of buy in from students and parents on the need for attendance to promote successful learning experiences for students.

**Problem Statements 3:** Attendance, Behavior and Course Completion (ABC) data shows a concentrated 15% of students. **Root Cause:** Need for internal support for students to address adverse childhood experiences and trauma.

# Student Achievement

## Student Achievement Summary

STATE ASSESSMENT ACHIEVEMENT - MATH			
Grade	# of Students Assessed	% Proficient or Advanced	
3			
4			
5			
6			
7			
8			
10	123	9%	
ALL			

STATE ASSESSMENT ACHIEVEMENT - ELA			
Grade	# of Students Assessed	% Proficient or Advanced	
3			
4			
5			
6			
7			
8			
10	119	29%	
ALL			

## Student Achievement Strengths

Math - Performance on the 2023-24 NDSA showed the high school performing lower than a 50% proficiency in math. Math scores overall did show an increase in the advanced category (from 1% to 2%) and a decrease in the novice category (from 63% to 61%). On the NDA+ formative assessments, the 9th Grade student scores showed - Math State-29%, TMCHS 21% (Interim 1) and State 19%, TMCHS 19% (Interim 2) and 10th Grade - Math State-29%, TMCHS 22% (Interim 1) and State 21%, TMCHS 19% (Interim 2)

English Language Arts - Performance on the 2023-24 NDSA is higher in ELA than Math, but still remains below the 50% proficiency rate. The high school ELA proficiency rate remained at 29% proficient and advanced, which was the same for the 2022-23 NDSA. On the NDA+ formative assessments, the 9th Grade student scores showed - Reading State-51%, TMCHS-45% (Interim 1) and State 40%, TMCHS 37% correct (Interim 2), and 10th Grade - Reading State-55%, TMCHS-51% (Interim 1) and State 42%, TMCHS 37% correct (Interim 2).

The above ELA and Math data indicates that our students are progressing, as evidenced by the growth seen in both the high (advanced numbers increase) and low (novice numbers decrease) categories.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statements 1 (Prioritized):** Consistent Implementation of Multi-Tiered System of Support (Academic and Behavior). **Root Cause:** 1. Low student attendance rates. 2. High number of student behavior referrals. 3. Inconsistent implementation of Tier 1 & 2 in academics. 4. Inconsistent supports for tiered Essential Skills (SEL) intervention system. 5. Difficulty placing transfer students into the tiered system.

**Problem Statements 2 (Prioritized):** Continued implementation of a consistent Multi-Tiered System of Support across the school and feeder schools. **Root Cause:** 1. Over identification of the Special Education population and students on a 504 Plan. 2. Need for continued consistent intervention response system delivered across the school and feeder schools.

**Problem Statements 3:** Continued student achievement struggles due to non-attendance. **Root Cause:** Lack of buy in from students and parents on the need for attendance to promote successful learning experiences for students.

**Problem Statements 4:** Attendance, Behavior and Course Completion (ABC) data shows a concentrated 15% of students. **Root Cause:** Need for internal support for students to address adverse childhood experiences and trauma.

# Perception

## Perception Summary

Parent Survey	
Top 4 Areas of Strength	4 Areas of Improvement
Parents feel welcome in the school.	More use of digital resources.
Parents feel like they are treated with respect.	More student engagement activities and less instruction with listening to the teacher talk.
Teachers and Staff are easily accessible	Need a coordinated and targeted parent involvement program with training for parents.
BRAVES Friday provides opportunity for students to work on learning and earning of course credit.	Less written work such as homework and exams and more hands on activities.

Staff Survey	
Top 4 Areas of Strength	4 Areas of Improvement
Teachers and staff feel supported by their colleagues and feel their colleagues are caring.	Teachers feel they need more time so they don't feel hectic or pressured.
Teachers and staff are happy with the teaching environment	Staff feel their colleagues are unfair and inconsistent.
Staff feel their interactions at work are positive with support and respect.	

Student Survey	
Top 4 Areas of Strength	4 Areas of Improvement
	Student Engagement

Community Survey	
Top 4 Areas of Strength	4 Areas of Improvement



Community Survey	

Perception Strengths

- Based on the survey results, TMCHS scored well on the parent and family survey with a 4.17 average on a 5 point scale. Glo's include parents feeling welcome and treated with respect. Possible grows includes more use of digital resources and student engaging activities vs. listening to the teacher talk and written work such as homework and exams.
- Results from our parent and external stakeholder survey show that parents are pleased with the school overall, rating the school at a 4.17 on a 5 point scale. The feedback below notes:
- Based on the results of the climate survey, Teachers feel there is insufficient time, resulting in feelings of pressure and hecticness. They feel supported by their colleagues and are happy with their teaching environment.
- Based on the results of the climate survey, Staff feel calm and not pressured for time. They feel their colleagues are caring, but unfair and inconsistent. Interactions with other staff are positive with support and respect. They agree with the teachers that the physical space is comfortable, open and inviting. They do feel tired and pressured, but supported as well.
- TMCHS Student Engagement Survey 3 year data (2021, 22, and 23) indicate that our students increased their “committed category” in both the Behavioral and Emotional domains. Additionally, the “disengaged category” decreased across all three domains (Behavioral, Cognitive and Emotional). This data shows that TMCHS students' disengaged numbers are decreasing and committed numbers are increasing. However, the largest number of student respondents are scoring highest in the compliant category. The school will need to implement activities and strategies to change the culture and climate of our student commitment to move more students to the Committed domain from the Compliant domain.

Problem Statements Identifying Perception Needs

**Problem Statements 1:** Attendance, Behavior and Course Completion (ABC) data shows a concentrated 15% of students. **Root Cause:** Need for internal support for students to address adverse childhood experiences and trauma.

# Priority Problem Statements

**Problem Statements 1:** Continued implementation of a consistent Multi-Tiered System of Support across the school and feeder schools.

**Root Cause 1:** 1. Over identification of the Special Education population and students on a 504 Plan. 2. Need for continued consistent intervention response system delivered across the school and feeder schools.

**Problem Statements 1 Areas:** Demographics - School Programs & Processes - Student Achievement

**Problem Statements 2:** Improve family and community engagement with the schools.

**Root Cause 2:** 1. The family and community engagement with external stakeholders is minimal. 2. Communication is sporadic and not consistent. 3. Delivery of communication is not clear and concise for stakeholders. 4. Parent conference and parent family night attendance is very low and lacks structure.

**Problem Statements 2 Areas:** Demographics

**Problem Statements 3:** Consistent Implementation of Multi-Tiered System of Support (Academic and Behavior).

**Root Cause 3:** 1. Low student attendance rates. 2. High number of student behavior referrals. 3. Inconsistent implementation of Tier 1 & 2 in academics. 4. Inconsistent supports for tiered Essential Skills (SEL) intervention system. 5. Difficulty placing transfer students into the tiered system.

**Problem Statements 3 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

## **Accountability Data**

- State assessment performance report

## **Student Data: Assessments**

- State and federally required assessment information
- Postsecondary college, and career ready graduates
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- Career and Technical Education (CTE)
- Section 504 data
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

#### **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

# SMART Goals

**SMART Goal 1:** Students in grade 9-10 will show a 3% increase in ELA from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment

**Evaluation Data Sources:** ND A+ Assessment (BOY to EOY)

**BIE Goal Alignment:**

All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
<b>Strategy/Activity 1:</b> Utilize data to adjust MTSS academic programming to better meet student needs in ELA .  <b>Staff Responsible for Monitoring:</b> School Improvement Coordinator, ELA Department and Chairs, ELA Administrator  <b>Strategy's Expected Result/Impact:</b> Timely and consistent interventions to address student areas of need.  <b>Evidence Based Tier:</b> I Strong  <b>Indicators of Rapid School Improvement:</b>  Domain 3: Instructional Transformation  Practice 3A: Diagnose and respond to student learning needs  Practice 3B: Provide rigorous evidence-based instruction  Practice 3C: Remove barriers and provide opportunities	Formative		Summative
	Nov	Feb	May

**SMART Goal 1:** Students in grade 9-10 will show a 3% increase in ELA from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment

Strategy 2 Details	Reviews		
<b>Strategy/Activity 2:</b> Implement 7 teachings for expected behaviors at TMCHS for all students and staff.  <b>Staff Responsible for Monitoring:</b> School Improvement Coordinator, School Leadership Team, Student Support Team (to be formed August 2024).  <b>Strategy's Expected Result/Impact:</b> Building expectations of what and how we do things based on our cultural beliefs.  <b>Evidence Based Tier:</b> II Moderate  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1C: Customize and target support to meet needs.   Domain 3: Instructional Transformation  Practice 3C: Remove barriers and provide opportunities  Domain 4: Culture Shift  Practice 4A: Build a strong community intensely focused on student learning  Practice 4C: Engage students and families in pursuing education goals	Formative		Summative
	Nov	Feb	May

**SMART Goal 1:** Students in grade 9-10 will show a 3% increase in ELA from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment

Strategy 3 Details	Reviews		
<b>Strategy/Activity 3:</b> TMCHS will staff a literacy & writing coach in English/Language Arts for grades 9-11.  <b>Staff Responsible for Monitoring:</b> Principal Brad Larocque, School Improvement Coordinator TBD.  <b>Strategy's Expected Result/Impact:</b> Improved student literacy and writing.  <b>Evidence Based Tier:</b> II Moderate  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1C: Customize and target support to meet needs.  Domain 2: Talent Development  Practice 2B: Target professional learning opportunities	Formative		Summative
	Nov	Feb	May

**SMART Goal 1:** Students in grade 9-10 will show a 3% increase in ELA from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment

Strategy 4 Details	Reviews		
<b>Strategy/Activity 4:</b> After School English and Writing Lab for struggling students.  <b>Staff Responsible for Monitoring:</b> English Department Chair and Department Administrator.  <b>Strategy's Expected Result/Impact:</b> Improved student skills in literacy and improved student achievement in ELA>  <b>Evidence Based Tier:</b> II Moderate  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1A: Prioritize improvement and communicate its urgency  Practice 1C: Customize and target support to meet needs.	Formative		Summative
	Nov	Feb	May



**SMART Goal 1:** Students in grade 9-10 will show a 3% increase in ELA from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment

Strategy 5 Details	Reviews		
<b>Strategy/Activity 5:</b> Monthly and Benchmark Assessments done by Progress Monitors.  <b>Staff Responsible for Monitoring:</b> School Improvement Coordinator, Data Coordinator, Admin.  <b>Strategy's Expected Result/Impact:</b> Frequent monitoring to address and provide prompt intervention for identified areas of weakness.  <b>Evidence Based Tier:</b> II Moderate	Formative		Summative
	Nov	Feb	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>			

**SMART Goal 2:** Students in grade 9-10 will show a 3% increase in Math from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment.

**Evaluation Data Sources:** ND A+ Assessment (BOY to EOY)

**BIE Goal Alignment:**  
All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
<b>Strategy/Activity 1:</b> Utilize data to adjust MTSS academic programming to better meet student needs in Math.  <b>Staff Responsible for Monitoring:</b> School Improvement Coordinator, Math Department and Chairs, Math Administrator  <b>Strategy's Expected Result/Impact:</b> Timely and consistent interventions to address student areas of need.  <b>Evidence Based Tier:</b> I Strong  <b>Indicators of Rapid School Improvement:</b>  Domain 3: Instructional Transformation  Practice 3A: Diagnose and respond to student learning needs  Practice 3B: Provide rigorous evidence-based instruction  Practice 3C: Remove barriers and provide opportunities	Formative		Summative
	Nov	Feb	May

**SMART Goal 2:** Students in grade 9-10 will show a 3% increase in Math from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment.

Strategy 2 Details	Reviews		
<b>Strategy/Activity 2:</b> Implement local culture of the TMBCI for all students.  <b>Staff Responsible for Monitoring:</b> School Improvement Coordinator, School Leadership Team, Student Support Team (to be formed August 2024).  <b>Strategy's Expected Result/Impact:</b> Strengthen knowledge base of the culture of TMBCI, to prepare us to better teach our students.  <b>Evidence Based Tier:</b> II Moderate  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1C: Customize and target support to meet needs.  Domain 2: Talent Development  Practice 2B: Target professional learning opportunities  Practice 2C: Set clear performance expectations  Domain 3: Instructional Transformation  Practice 3A: Diagnose and respond to student learning needs  Practice 3C: Remove barriers and provide opportunities	Formative		Summative
	Nov	Feb	May

**SMART Goal 2:** Students in grade 9-10 will show a 3% increase in Math from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment.

Strategy 3 Details	Reviews		
<b>Strategy/Activity 3:</b> TMCHS will staff a Math Coach to work with the Math Department on Tiered and Differentiated Instruction and Engagement (student & teacher).  <b>Staff Responsible for Monitoring:</b> Principal Bradley Larocque and School Improvement Coordinator TBD.  <b>Strategy's Expected Result/Impact:</b> Improved student achievement and engagement in Math.  <b>Evidence Based Tier:</b> I Strong  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1A: Prioritize improvement and communicate its urgency  Practice 1B: Monitor short- and long-term goals  Domain 2: Talent Development  Practice 2B: Target professional learning opportunities  Practice 2C: Set clear performance expectations	Formative		Summative
	Nov	Feb	May

**SMART Goal 2:** Students in grade 9-10 will show a 3% increase in Math from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment.

Strategy 4 Details	Reviews		
<b>Strategy/Activity 4:</b> Implement after school Math Lab for students needing more time.  <b>Staff Responsible for Monitoring:</b> Math Department Chair and Department Administrator  <b>Strategy's Expected Result/Impact:</b> Improved achievement and skills in Math for students.  <b>Evidence Based Tier:</b> II Moderate  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1A: Prioritize improvement and communicate its urgency  Practice 1C: Customize and target support to meet needs.	Formative		Summative
	Nov	Feb	May

**SMART Goal 2:** Students in grade 9-10 will show a 3% increase in Math from beginning of year (BOY) assessment to end of year (EOY) assessment as measured by ND A+ Assessment.

Strategy 5 Details		Reviews		
Strategy/Activity 5: Hire a Math Consultant to work with Special Education Instructors on engagement and intervention, particularly in Math and ELA.		Formative		Summative
		Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

**Evaluation Data Sources:** NASIS Reports

**BIE Goal Alignment:**  
All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details		Reviews		
<b>Strategy/Activity 1:</b> Improve communication of internal and external stakeholders to include data and decisions to create an environment of cooperation, & collaboration.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Parent Liaison, Family and Parent Engagement Director.  <b>Strategy's Expected Result/Impact:</b> Improved Student Engagement Improved Parent Engagement Improved Community Engagement Improved Staff Engagement.  <b>Evidence Based Tier:</b> I Strong  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1A: Prioritize improvement and communicate its urgency  Practice 1B: Monitor short- and long-term goals  Practice 1C: Customize and target support to meet needs.  Domain 2: Talent Development  Practice 2C: Set clear performance expectations  Domain 3: Instructional Transformation  Practice 3A: Diagnose and respond to student learning needs		Formative		Summative
		Nov	Feb	May

**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

Strategy 2 Details	Reviews		
<b>Strategy/Activity 2:</b> Staff Introduction Video.  <b>Staff Responsible for Monitoring:</b> Librarian Jackie Frederick & Tech Teacher DJ McGillis  <b>Strategy's Expected Result/Impact:</b> Provide internal and external stakeholders with personalized introductions to staff.  <b>Evidence Based Tier:</b> I Strong  <b>Indicators of Rapid School Improvement:</b>  Domain 4: Culture Shift  Practice 4A: Build a strong community intensely focused on student learning  Practice 4B: Solicit and act upon stakeholder input  Practice 4C: Engage students and families in pursing education goals	Formative		Summative
	Nov	Feb	May



**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

Strategy 3 Details	Reviews		
<b>Strategy/Activity 3:</b> Develop a Multi-Disciplinary Student Support Team to monitor student attendance and communicate with parents and families.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Parent liaison.  <b>Strategy's Expected Result/Impact:</b> Improve student attendance through increased communication with parents.  <b>Evidence Based Tier:</b> I Strong  <b>Indicators of Rapid School Improvement:</b>  Domain 4: Culture Shift  Practice 4A: Build a strong community intensely focused on student learning  Practice 4B: Solicit and act upon stakeholder input  Practice 4C: Engage students and families in pursuing education goals	Formative		Summative
	Nov	Feb	May

**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

Strategy 4 Details	Reviews		
<b>Strategy/Activity 4:</b> Continued implementation of grade-level teams and Professional Learning Communities within departments.  <b>Staff Responsible for Monitoring:</b> Department Chairs and Administration.  <b>Strategy's Expected Result/Impact:</b> Data review and formative assessment discussion.  <b>Evidence Based Tier:</b> I Strong  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1B: Monitor short- and long-term goals  Practice 1C: Customize and target support to meet needs.  Domain 2: Talent Development  Practice 2B: Target professional learning opportunities  Practice 2C: Set clear performance expectations  Domain 3: Instructional Transformation  Practice 3A: Diagnose and respond to student learning needs	Formative		Summative
	Nov	Feb	May

**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

Strategy 5 Details	Reviews		
<b>Strategy/Activity 5:</b> Utilize SmartPass digital application to monitor student engagement with the collection of data for informed decision making.  <b>Staff Responsible for Monitoring:</b> High School Administrative Team  <b>Strategy's Expected Result/Impact:</b> More time on task and less unrestricted and unsupervised time for students.  <b>Evidence Based Tier:</b> II Moderate  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 3: Instructional Transformation  Practice 3C: Remove barriers and provide opportunities	Formative		Summative
	Nov	Feb	May

**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

Strategy 6 Details	Reviews		
<b>Strategy/Activity 6:</b> Continued implementation of credit recovery after academic school year.  <b>Staff Responsible for Monitoring:</b> CTE Director Kellie Hall and Guidance Director Gaileen Davis.  <b>Strategy's Expected Result/Impact:</b> Increased Graduation Rate.  <b>Evidence Based Tier:</b> I Strong  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 1: Turnaround Leadership  Practice 1C: Customize and target support to meet needs.  Domain 3: Instructional Transformation  Practice 3C: Remove barriers and provide opportunities	Formative		Summative
	Nov	Feb	May

**SMART Goal 3:** Students in grade 9-12 will show a 3% increase in Attendance from beginning of year to end of year as measured through the student information reporting system.

Strategy 7 Details		Reviews		
<b>Strategy/Activity 7:</b> Implement staff mentorship program for all students (4:1 ratio).  <b>Staff Responsible for Monitoring:</b> Parent Liaison and Family and Community Engagement Coordinator.  <b>Strategy's Expected Result/Impact:</b> Improved student attendance, relationships, and family engagement.  <b>Evidence Based Tier:</b> I Strong  <b>Comprehensive Support Strategy/Activity</b>  <b>Indicators of Rapid School Improvement:</b>  Domain 4: Culture Shift  Practice 4A: Build a strong community intensely focused on student learning  Practice 4B: Solicit and act upon stakeholder input  Practice 4C: Engage students and families in pursing education goals		Formative		Summative
		Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				