

## School Improvement Plan - Students

<b>School: St. Helens HS</b>		<b>Team Members: Freshman Success Team, Admin, Departments, Unit Leaders</b>		<b>Date: 2021-22</b>	
<b>Strategic Plan Goal:</b> All students will be on track to complete high school successfully prepared for college, vocational training, or the workforce.					
<b>Strategies (Instructional, Organizational, Program, Environmental)</b> (Actions of the adults)	<b>Desired Results</b>	<b>Results Indicators</b> (What is the evidence that the strategy is having the intended effect)	<b>Monitoring</b> (When and how will we monitor the results indicator)	<b>Person Responsible</b>	<b>Timeline</b> (Include dates(s) for Evaluation of strategy)
1. Continue to refine the processes of the Freshman Success Team with the responsibility to provide leadership and systems to support improved attendance and academic supports through targeted interventions: a. Creation of early indicator & intervention system to identify freshman at risk b. Development of Multi-Tiered System of Supports c. Implementation of tier-two interventions d. Create 9 <sup>th</sup> grade team of teachers (academy) and provide additional	90% or more of freshman will earn a minimum of 6 credits within the school year.	<ul style="list-style-type: none"><li>• Number of 9th grade students failing more than one course will decrease</li><li>• Average daily attendance will be 92% or higher for 9th grade class</li><li>• Individual students chosen for targeted intervention will increase their average daily attendance and earn 3 credits each semester</li><li>• 87% of 9th grade students will earn 6+ credits in 2021-22.</li></ul>	<ul style="list-style-type: none"><li>• Counseling department and FST will examine F lists in Jan and May of 2022</li><li>• Regular FST/intervention meetings</li><li>• Transcript reviews for 9th grade on track at end of semester 1 and 2</li></ul>	<ul style="list-style-type: none"><li>• Freshman Success team</li></ul>	<ul style="list-style-type: none"><li>• Semester 1 -Feb</li><li>• Semester 2 June</li></ul>

professional development to improve 9th grade transition.					
<p>2. Develop and implement a credit recovery program for language arts and math to assist students in recovering credits necessary for graduation.</p> <ul style="list-style-type: none"> <li>a. Hire and support a Student Success Coach to assist 10th-12th grade students needing supports and interventions.</li> <li>b. Review board policies and graduation requirements to ensure alignment with course offerings, ODE-approved credit issuance, and grading policies &amp; practices</li> </ul>	Increase the number of students on track to graduate by recovering failed courses in math and ELA	<ul style="list-style-type: none"> <li>100% of students enrolled in Credit recovery will recover the course and earn credit within the semester enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>Credit recovery teachers will provide regular progress reports for students enrolled and inform the counseling department when students earn the credit.</li> </ul>	Credit recovery teachers Student Success Coach Administration	Semester 1 February Semester 2 June
3. Engage in collaborative conversation with feeder middle school to vertically align standards, instructional strategies, and assessment practices in core content areas (math, science, and language arts) through Rigorous	<ul style="list-style-type: none"> <li>Increased collaboration between buildings in identification of standards, depth of knowledge students should</li> </ul>	<ul style="list-style-type: none"> <li>Agendas and work from collaborative vertical alignment meetings</li> <li>Student 11th grade SBAC scores will increase by 5% each year (2018-19: ELA from 78.6 to 83.6%; Math from</li> </ul>	<ul style="list-style-type: none"> <li>Progress toward alignment will be documented in a google doc following each alignment work session.</li> <li>Administration will review and approve drafts/documents and provide feedback</li> </ul>	Administration MS/HS Curricular Departments & Unit Leaders	Alignment activities Sept.-May 2021-22

<p>Curriculum Design (RCD) professional learning teams.</p> <p>a. Re-examine math pathways and curriculum and connect with ODE to pilot new 2+1 model.</p> <p>b. Develop creative, standard-aligned courses aligned to increase student engagement and access to culturally-relevant curriculum</p>	<p>achieve by the end of each academic year, and development of shared/comm on assessments (both formative and summative)</p> <ul style="list-style-type: none"> <li>Students will be on-track for 9th grade success through graduation by experiencing a comprehensive scope &amp; sequence from 6th-12th grade.</li> </ul>	<p>37.8 to 42.8%) for the next two years.</p>	<p>after each work session</p> <ul style="list-style-type: none"> <li>Professional development and guidance on RCD progress will be led by administration</li> </ul>		
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## School Improvement Plan - Community

<b>School: St. Helens HS</b>		<b>Team Members: Admin, Community Partners, CCC Coordinator, School Social Worker</b>		<b>Date: 2021-2022</b>	
<b>Strategic Plan Goal:</b> Create a District family education resource and outreach “center” that maximizes community partnerships to support children.  (The “Community Goal” requires developing partnerships, resources, or educational outreach.)					
<b>Strategies (Instructional, Organizational, Program, Environmental) (Actions of the adults)</b>	<b>Desired Results</b>	<b>Results Indicators (What is the evidence that the strategy is having the intended effect)</b>	<b>Monitoring (When and how will we monitor the results indicator)</b>	<b>Person Responsible</b>	<b>Timeline (Include dates(s) for Evaluation of strategy)</b>
1. Establishing community partnerships to support students with academic, social-emotional, safety, and basic needs. a. Development of a substance abuse prevention task force to examine/create education and supports b. Collaborate with faith-based partners and community business to gather and organize emergency	<ul style="list-style-type: none"><li>• Weekly distributions of resources to identified students in need</li><li>• Volunteers working with SHHS ASPIRE college mentorship program.</li><li>• Improved attendance for yellow/red zone students</li><li>• Early interventions with parent participation for students identified by the early warning system.</li><li>• Increase in mental health referrals for individuals and groups.</li><li>• Decrease in repeat behavior referrals</li></ul>	<ul style="list-style-type: none"><li>• Increased volunteer support in school programs</li><li>• Number of repeat referrals for individual student incidents will decrease.</li><li>• Increased access to basic needs and resources for students identified for intervention</li><li>• Higher attendance at educational events (FAFSA and Floats, recruiting, career events)</li></ul>	<ul style="list-style-type: none"><li>• Monthly and quarterly intervention meetings</li><li>• Consultation with social worker</li><li>• Consultation with CCC coordinator</li><li>• Administrative meetings to discuss partnership development</li></ul>	<ul style="list-style-type: none"><li>• Administration</li><li>• Counseling</li><li>• Intervention Specialist</li><li>• FST</li></ul>	<ul style="list-style-type: none"><li>• Social Worker outreach efforts - throughout school year</li><li>• CCC development - throughout school year</li></ul>

supplies for safety go-kits 2. Utilize social worker to facilitate outreach efforts to connect specific students/families to community resources 3. Continue to develop the College & Career Center (CCC) and promote community-based activities and education	for students identified for intervention <ul style="list-style-type: none"> <li>• Each classroom furnished with an emergency go-kit</li> <li>• Increased number of students completing the FAFSA</li> <li>• Increased access to career and college resources for all students and their families</li> </ul>				
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### School Improvement Plan - Staff

<b>School: St. Helens HS</b>		<b>Team Members: Admin, AVID Site Team, Unit Leaders</b>		<b>Date: 2021-2022</b>	
<b>Strategic Plan Goal:</b> All staff will be provided the resources and professional development to implement and support innovative teaching and learning.					
<b>Strategies (Instructional, Organizational, Program, Environmental) (Actions of the adults)</b>	<b>Desired Results</b>	<b>Results Indicators (What is the evidence that the strategy is having the intended effect)</b>	<b>Monitoring (When and how will we monitor the results indicator)</b>	<b>Person Responsible</b>	<b>Timeline (Include dates(s) for Evaluation of strategy)</b>
1. AVID site team members will present break-out professional development sessions to introduce and support the use of collaborative structures in instructional practices school-wide.	<ul style="list-style-type: none"><li>• Increase collaboration of staff members and provide ongoing support for implementation of best practice instructional strategies schoolwide</li></ul>	<ul style="list-style-type: none"><li>• Breakout session feedback collected via Google Form and analyzed by AVID Site Team</li></ul>	<ul style="list-style-type: none"><li>• AVID Site Coordinator will collect and disseminate information to AVID Site Team once a month for</li></ul>	<ul style="list-style-type: none"><li>• AVID Site Team, Teachers, Unit Leaders, Admin</li></ul>	<ul style="list-style-type: none"><li>• Strategy use evaluation through instructional rounds/walk-throughs</li></ul>

<p>2. SHHS will collaborate through PLT time to examine and develop curriculum and assessments using the Rigorous Curriculum Design framework</p> <p>3. Unit Leaders will be established to provide department leadership/support and improved communication for ongoing work.</p> <p>4. Ongoing professional development will be provided in classroom management techniques, trauma-informed practices, and neuroeducation-based lesson design.</p> <p>5. A peer observation program will be developed to allow teachers to visit other classrooms and share best practices and reflections.</p>	<ul style="list-style-type: none"> <li>• Departments will intentionally collaborate to develop vertically- and horizontally-aligned rigorous curriculum.</li> <li>• Staff will have input into ongoing best practice professional development efforts with the intent of increasing ownership of direction and providing support in areas of highest need/interest.</li> <li>• Improved communication between administration and departments, and within departments</li> </ul>	<p>for ongoing support</p> <ul style="list-style-type: none"> <li>• Teachers will be able to integrate collaborative structures effectively into instruction.</li> <li>• Staff will develop common documents to create an aligned and rigorous scope &amp; sequence</li> </ul>	<p>monitoring and provide update Administration throughout school year</p> <ul style="list-style-type: none"> <li>• Administrators will visit department collaborative work meetings to support and guide curriculum work.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
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