

TDHS School Improvement Plan ***

2016 Revised from 2013-15 This document will undergo revision and refinement during the 2016-17 school year. Essential stakeholder input will be elicited through surveys as well as other data collecting methods throughout the 2016-17.

Goal 1:

[McREL team revision: [The graduation rates will increase 5% per year over the next four years.]

Strategies:

1. monitor and clean cohort data [a, c, h,]
2. provide multiple avenues for credit recovery opportunities [a, b, c,]
3. refine personal education-CRLE-and EA procedure. [a, c, f,]
5. auto-caller alerts to parents/guardian updating student status [d, g, h]
6. hardship waiver [a, b, c, g]
9. counselor interventions focus at grade 9 and 10 on track [a, b, c]
10. provide alternative avenues for students to demonstrate proficiency [b, c]
11. continue to enhance the Expanded Options Program for eligible students [a, b, c, h, j]
12. continue to enhance the AP program for all students [a, b, c, g, h, j]
13. enhance the dual credit/college now opportunities for all students [a, b,c, g, h, j]
14. implementation of essential skills in course syllabus. [a, b, c, f]
15. continue to embed the Common Core Standards into taught curriculum [a, b, h]
16. continue to enhance our understanding and implement the modified diploma track. [a,b,c, i]

Accountable to/for;

- a. Administration b. Teacher c. Counselor d. Attendance Clerk f. homeroom coach g. Parent
h. DO i. agency j. Community college

Goal 2:

All high school students by end of grade 12 will meet or exceed the essential skills graduation requirement for math either by scoring 236 on the OAKS state assessment, or an accepted Oregon Department of Education alternative assessment including the local secured work sample alternative. [Smarter Balanced...Cut score for Math is 2543]

Strategies:

1. maintain a 6th math teaching resource with focus on Math net [rescue] [a, b, c, g]
3. create an application track of math classes for alternative routing [a, b, c]
4. create and fill a life skills math class for targeted students [a, b, c, g]
6. refine and enhance lesson design and delivery [a, b, c]
7. implement online supplemental Algebra opportunities such as Kahn academy [b]
8. implement peer math tutors. [b, c]
9. vertical shifting [same period] of students between course subjects [b, c]
10. implementation of essential skills in course syllabus. [a, b, c,-f]
11. . continue to embed the Common Core Standards into taught curriculum [a, b, h]
12. implement accepted alternative essential skills assessment options. [a,b,c,i]
13. incorporate/implement AVID methodologies. [a,b,c,h, j]

Accountable to/for;

- a. Administration b. Teacher c. Counselor d. Attendance Clerk f. homeroom coach g. Parent
h. DO i. agency j. Community college

Goal 3

All high school students by end of grade 12, will meet or exceed the essential skills graduation requirement for reading either by scoring a 236 on the OAKS state assessment, or an accepted Oregon Department of Education alternative assessment including the local secured work sample alternative. [Smarter Balanced cut score for Reading is 2515]

Strategies:

1. targeted students who did not meet in grade 11 will be programmed into Assisted Reading. [a, b, c, g]
2. all Language Arts teachers will implement the "close reading" procedure. [a, b]
3. implement ELachieve constructing meaning [a,b]
6. implementation of essential skills in course syllabus. [a, b, c, f]
7. . continue to embed the Common Core Standards into taught curriculum [a, b, h]
8. provide alternative essential skills opportunities [a, b, j]
9. implement accepted alternative essential skills assessment options. [a,b,c,i]
10. incorporate/implement AVID methodologies. [a,b,c,h, j]

Accountable to/for;

- a. Administration b. Teacher c. Counselor d. Attendance Clerk f. homeroom coach g. Parent
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Goal 4

All high school students by end of grade 12, will meet or exceed the essential skills graduation requirement for writing either by scoring a 40 on the OAKS state assessment, or an accepted Oregon Department of Education alternative assessment including the local secured work sample alternative. [Smarter Balanced Claim score for Writing is 2583]

Strategies:

1. all subject areas will incorporate writing activities into the program curriculum [a, b].
3. implementation of essential skills in course syllabus. [a, b, c,-f]
4. devise and utilize common writing scoring rubric [a, b]
5. . continue to embed the Common Core Standards into taught curriculum [a, b, h]
6. expand and shift focus to more explanative and argumentative writing tasks [a, b]
7. implement accepted alternative essential skills assessment options. [a,b,c,i]
8. develop and implement a common writing skills packet for staff and students. [a,b]
9. incorporate/implement AVID methodologies. [a,b,c,h, j]
10. add grade 9 writing/history section to make writing a key focus the entire grade 9 year. [a,b,c,]

Accountable to/for;

- a. Administration b. Teacher c. Counselor d. Attendance Clerk f. homeroom coach g. Parent
h. DO i. agency j. Community college

Goal 5

Combined high school grade levels will maintain an average attendance rate of 90% or higher for each school year.

Strategies:

1. create Link-Crew program [a,b]
2. periodic recognition for students maintaining 90% attendance rates [a, c, d, f]
3. weekly video announcements encouraging students to maintain personal health precautions...washing hands, covering mouth when coughing etc. [b, c]
4. weekly monitoring of unexcused absences with admin/counseling intervention meetings. [a, b, c, d, g, k]
5. attendance contracts for at risk or high risk students [a, b, c, d, g, k]
6. implement the check and connect intervention program at grade PLC level. [a, b, c, f, g, k]
7. school and district petitions Oregon Department of Transportation for students who have 15 or more days of unexcused absences in a semester for suspension of driver's license. [a, c, d, g, h, i]
8. expand the truancy program alerts with an intense focus on grade 9 and grade 10 students that are timely and effective. [a, c, d, g, h, i]
11. refine the auto-caller system to differentiate parent alerts to tardy or unexcused plus name of student who is tardy or absent. [d, h]

Accountable to/for;

- a. Administration b. Teacher c. Counselor d. Attendance Clerk f. homeroom coach g. Parent
h. DO i. agency j. Community college k. PLC