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**Consolidated School Improvement Plan**
**Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A, Targeted Assistance Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.*
*All schools are required to have a school improvement plan, but they do not have to use this template.*

*For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.*

</div>

| Section 1: Building Data | |
|---|---|
| **1a. Building:** Green Hill Acadmemic School | **1g. Grade Span:** 9-12 <br><br> **School Type:** Institutional Education School |
| **1b. Principal:** Tim Touhey | **1h. Building Enrollment:** 142 FTE |
| **1c. District:** Chehalis | **1i. F/R Percentage:** 100 (all incarcerated youth are eligible) |
| **1d. Board Approval Date:** December 10, 2019 | **1j. Special Education Percentage:** 50% (approx.) |
| **1e. Plan Date:** December 1, 2019 | **1k. English Learner Percentage:** 10 – 13% |

**1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:**
Institutional Education Schools

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**Section 2: School Leadership Team Members**
**Parent-Community Partners**
Please list by (Name, Title/Role)

</div>

| *Green Hill Academic School (Chehalis SD)* <br> *Certificated Staff* | | | | | |
|---|---|---|---|---|---|
| Tim Touhey | Principal | Sarah Joslin | Teacher | Jeff McCord | Paraprofessional |
| Glen Dickason | Dean of Students | Gary Parks | Teacher | Erica Norquist | Secretary |
| Maryann Rothwell | School Psychologist | Mike Randall | Teacher | Cheryl Robertson | Paraprofessional |
| Carolee Forsyth | Teacher | Riki Saari | Teacher | Kirsten Saari | Paraprofessional |
| Mark Goldrick | Teacher | Steve Staaden | Teacher | Mark Stevens | Paraprofessional |
| Sharette Giese | Teacher | | | Nolan Wagner | Paraprofessional |
| Sean Hadaller | Teacher | *Green Hill Academic School (Chehalis SD)* | | Daphne Walters | Secretary |
| Katie Haubrick | Teacher | *Classified Staff* | | | |
| Michael Holst | Teacher | Liz Angeleri | Secretary | *Green Hill School (JR/DCYF) Staff* | |
| Jason Jaeger | Teacher | Kevin Burrows | Paraprofessional | Jennifer Redman | Superintendent |
| Jim Jahnsen | Teacher | Kawika Emsley-Pai | Education Advocate | Lori Nesmith | Associate Superintendent |
| | | Julie Forbes | Library Media Specialist | | |
| | | Adrian Jimenez | EL Specialist | | |

Updated April 24, 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

## Section 3: Vision Statement

The mission of Green Hill Academic School is to provide meaningful educational opportunities that will prepare and inspire young men to become lifelong learners, and transition successfully to further education, working, and living.

Our vision is that each student will become a responsible citizen who makes a positive impact on his family and community.

## Section 4: Culture of Equity Description/Statement

**WE BELIEVE THAT:**
- Regardless of academic ability, every student is capable of achievement.
- All students would rather succeed than fail; success builds self-esteem and self-esteem fosters academic achievement.
- Students need to showcase their skills, talents, and diversity.
- High expectations lead to high results.
- New, creative, and flexible methodology and course design help our students to realize success.
- Every student should leave Green Hill with at least one of the following: a high school diploma, a GED, or the tools and skills to transition back to school or job skills training.

To that end, we engage in practices and participate in a variety of activities designed to acknowledge and validate the diversity that exists in the students we serve.

We realize that we exist in a community unlike those which most of our students call home.  We endeavor to demonstrate to our students, and their families, that those of us who live and work in a rural, predominantly white community:

- deeply care for ALL of our students,
- strive to understand the impact of the trauma they have experienced on their lives,
- recognize their resiliency and unique strengths and abilities,
- have high expectations for their success,
- and work to serve them in a culturally sensitive and responsive way.

## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program <u>and</u> you have submitted a needs assessment Summary to OSSI, please still complete the questions below in blue.

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our website.*

### *NEEDS ASSESSMENT COMPLETED & ATTACHED*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

   Click or tap here to enter text.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

   Click or tap here to enter text.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

   a. What strengths do they possess?

      Click or tap here to enter text.

   b. What challenges do they face?

      Click or tap here to enter text.

   Click or tap here to enter text.

  c. What are some important relationships in their life?

4. Title I, Part A, Targeted Assistance Program Requirement:  Answer the following questions to satisfy the requirement of Component Two - Identification of Students

  a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.

  b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.

  c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

## Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

4. Title I, Part A, Targeted Assistance Program Requirement:  Answer the following questions to satisfy the requirement of Component 6 -

    a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

    b. How will the professional development activities benefit the students receiving targeted assistance services?

## Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

2. How did your school identify these areas of strengths and improvement?

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

    a. How does your targeted assistance program coordinate with core and additional programs in the school?

    b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required

services to ensure growth and proficiency?

    c. How do you support transitions between grade-spans?

    d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

    a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

    b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

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**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

| | |
|---|---|
| ☐ Washington School Improvement Framework | ☐ English Language Proficiency Data (i.e. ELPA) |
| ☐ WaKIDS | ☐ Title III Data |
| ☐ Smarter Balanced Assessment/Interim Assessment Blocks | ☐ Special Education Eligibility/Disproportionality Data |
| ☐ Universal Screening | ☐ Special Education Placement Data (LRE) |
| ☐ Progress Monitoring Data | ☐ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) |
| ☐ Curriculum Based Assessments | |
| ☐ Graduation Rate (1 Year, extended, etc.) | ☐ Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) |
| ☐ Credit Attainment | |

| | |
|---|---|
| Stick Rate | Stakeholder Engagement (e.g. focus groups with families) |
| Student Mobility Data | Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) |
| Discipline Referrals | |
| Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) | Extra-curricular activities participation |
| | Fiscal and Financial Data |
| Restraint and Isolation Data | (Other) |
| Time out of class (e.g., visits to nurse, counselor, etc.) | (Other) |
| Healthy Youth Survey | (Other) |
| School Climate data | |
| Perceptual Data: (Local/Organization): | |

## Section 7: PLAN

**SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

| | |
|---|---|
| Goal/Priority #1 (G1) | Verbal de-escalation. This is a broad area that includes various techniques, including DWRY verbal de-escalation, manipulation training (law enforcement-level training for those working with incarcerated individuals), and "verbal judo." |
| Goal/Priority #2 (G2) | "Whole-student" motivational and social-emotional learning. |
| Goal/Priority #3 (G3) | Subject-area trainings, especially surrounding improving math testing results. |
| Goal/Priority #4 (G4) | |

## Section 8: DO

**SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

| 8a. Activity | 8b. Timeframe for Implementation | 8c. Lead(s) | 8d. Resources |
|---|---|---|---|

| Activity | Timeline | Responsible | Cost |
|---|---|---|---|
| G1A1) DWRY (Dealing With Resistant Youth) verbal de-escalation training/refresher | August 2019 | Tim Touhey | No fiscal resources. Part of building day at start of the school year. Training provided by JR staff |
| G1A2) Additional verbal de-escalation training as needed or requested | By June, 2020 | Tim Touhey | Typically no cost. Last year, we had a deputy from the Lewis County Jail present a workshop on how to avoid being manipulated by inmates (in our case, students/residents). |
| G2A1) Training for interested staff in the fundamentals and application of the "Love and Logic" program, tailored for Green Hill students | May | Tim Touhey | Approx. $100 per person @ 10-15 likely participants = $1000-1500 |
| G2A2) Send all interested staff to the annual May meeting for Institutional Education and Student Support | May | Tim Touhey | $200 Registration per person <br> $600 Travel per person <br> 25 participants @ $800 = $20,000 |
| G3A1) Do the book study – "Mathematical Mindsets" | November - December | Tim Touhey | No cost. Books for the study were purchased in a prior year. |
| G3A2) Send two or three teachers to the Jo Boaler "Mindset Mathematics Workshop" training at Stanford | By end of school year | Tim Touhey | Approx. $2600 ($995 registration + $1605 travel) per participant @ 3 participants = $7800 |
| G4A1) Special Education Training for key staff members | March | Tim Touhey <br> Loretta Duncan (District Special Education Director) | No explicit/direct cost |
| G4A2) Specific special education training for several staff members, as defined in corrective action plan approved by OSPI | March-April | Tim Touhey <br> Loretta Duncan | $3000 for an outside consultant/trainer |
| G4A3) Contract with an outside school psychologist to monitor our process and assist as needed with processing paperwork | January-July | Loretta Duncan | 1 day per week per diem <br> 28 days @ $450 + benefits @ 35% = $17,010 |
| G4A4) Clerical assistance to process paperwork to ensure special education compliance. | January | Tim Touhey <br> Loretta Duncan | 40 hours/week x 30 weeks @ $22 + benefits @ 50% = $39,600 |
| G4A5) Hiring additional special education teaching staff for summer school | June | Tim Touhey | $403 per diem for 40 days + benefits @ 35% = $21,762 for each additional summer teacher hired. |

## 8e. Budget Table

| Funded SY 2019-2020 Expenditure (Linked to Activity) | Funding Source | Funding Amount |
|---|---|---|
| G1A1) Contract Services | N/A | No funding needed |
| G1A2) Contract Services | N/A | No funding needed |
| G2A1) Registration | OSSI School Improvement Grant | $1500 |
| G2A2) Registration | Title 1D | $4000 |
| Travel (for 20 participants) | Title 1D | $12000 |

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| | | |
|---|---|---|
| G3A1) Books | N/A | No funding needed |
| G3A2) Registration | OSSI School Improvement Grant | $2985 |
| Travel (for 3 participants) | OSSI School Improvement Grant | $4824 |
| G4A1) Contract Services | N/A | No funding needed |
| G4A2) Contract Services | OSSI School Improvement Grant | $3000 |
| G4A3) Salary & Benefits | OSSI School Improvement Grant | $17,010 |
| G4A4) Salary & Benefits | OSSI School Improvement Grant | $39,600 |
| G4A5) Salary & Benefits | OSSI School Improvement Grant | $25,110 |

## Section 9a: STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

**(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)**

| | |
|---|---|
| Study<br><br>*(Prior to implementation) What evidence will you examine to evaluate if your activities are working?* | G1: We believe that by engaging our students in a positive way that de-escalates possible situations of agitation, students will behave better in class. We will study student discipline data and look for changes to the number of incidents of disrespect and foul/abusive language.<br><br>G2: We also believe that by addressing SEL and taking a whole student approach, that students will likewise engage. We will examine the same set of data for goal G1.<br><br>G3: We will examine our SBAC math test results compared to the 2018-19 school year. We will also examine credit-earning trends in math courses.<br><br>G4: We will conduct random special education file reviews, completed by individuals outside of our staff. We will look for a 100% accuracy rate in compliance with transfer review issues. We have submitted all of our IEP files to OSPI for review, effective September 27, 2019, and are waiting on a response at the time of this writing. Other changes to procedures have been implemented, specifically related to student requests for IEP meetings. We will expect 100% compliance with our established five-day turnaround for student- or family-requested IEP meetings. |

## Section 9b: STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

**(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)**

| | |
|---|---|
| Study<br><br>*(SY 19-20 mid-year implementation)* | G1 & G2: We examined the number and type of discipline incidents during the first part of the school year over the two years we are studying (2018-19 and 2019-20. While there was a slight in *increase* in the |

| | |
|---|---|
| *Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?* | number of referrals for the class of violations examined (216 to 252), it can be explained in a number of ways, including what offenses we count in what category.<br>So, we examined the number of suspension days for same acts in the same time period.  In the 2018-19 school year, we had a total of 5 suspension days.  In the 2019-20 school year, we had a total of 4 suspension days.<br>That leads us to conclude that we may report behaviors more frequently in order to document, but the number of incidents requiring disciplinary intervention is at least flat, and may be decreasing (albeit slightly).<br>There are two additional confounding factors to consider.  The first is a decline in the FTE of students we serve.  In the 2018-19 timeframe we studied, our FTE was 146.9.  In the 2019-20 timeframe, our FTE was 137.6.<br>On the other hand, as our population shrinks, the intensity and concentration of needs of the students we serve increases.<br><br>G3:  There is no data for a comparison at this time.  We will examine this after spring test results are available.<br><br>G4:  Our internal/independent review has been completed and submitted to OSPI.  They are reviewing our work, and have asked for additional information and documentation.  Additional training on prior written notice, transfers, timelines, and secondary transition has been scheduled for January 27.  To date, we have had only one IEP request, and met the turnaround deadline. |

## Section 10: ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

**(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)**

| | |
|---|---|
| Adjust<br>*(SY 19-20 mid-year implementation)*<br>*What adjustments to your activities are you making after examining the results of your progress monitoring?* | G1:  We are progressing on this goal area nicely.  We will conduct a staff survey in the spring, to measure perceptions of student engagement.  A small sampling of student credits earned during the fall term indicates students are earning credit at a fairly brisk rate, well above our expected minimum.  We will further analyze this data, now that grades have been posted for the fall term.<br><br>G2:  To better address SEL for our predominantly non=white population, we are engaged in a staff book study:  "Courageous Conversations About Race."  As a result, we will examine academic achievement for our students based on racial identification in new and different ways than we have in the past.  We will also explore further PD in the general area of SEL as the school year progresses.<br><br>G3:  We plan to use SBA interim assessments in the coming weeks.  This is a change for us, as we have not used this tool in the past.  It may not be appropriate for our students, given the broad range of math a given class may be working on.  But, we will not know if it helps without trying it.<br>    We are moving forward with planning to send one or more teachers to the Mathematical Mindset training at Stanford in the spring.<br><br>G4:  We have contracted for additional school psychologist assistance.  He should be joining us one day a week, starting this week or next.  We will wait for feedback from OSPI before posting a position to assist in more effective special education services.  Our unique setting renders most of the "typical" answers ineffective.  Fortunately, we have flexibility through the OSSI grant to make an effective move in the coming weeks. |

## Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to reflect upon the work and learning accomplished at your school during the 2019-2020 school year. Please use the table and guiding questions below to summarize the activities, measures, and outcomes related to your School Improvement Plan goals for this year.

**High-Priority Goal #1:** Verbal de-escalation. This is a broad area that includes various techniques, including DWRY verbal de-escalation, manipulation training (law enforcement-level training for those working with incarcerated individuals), and "verbal judo."

| Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal. | Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal. | Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder). |
|---|---|---|
| G1A1) DWRY (Dealing With Resistant Youth) verbal de-escalation training/refresher | Number of staff to participate | All staff participated |
| G1A2) Additional verbal de-escalation training as needed or requested | Trainings requested and attended | No additional requests, partly due to COVID-19 |

**High-Priority Goal #2:** "Whole-student" motivational and social-emotional learning.

| Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal. | Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal. | Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder). |
|---|---|---|
| G2A1) Training for interested staff in the fundamentals and application of the "Love and Logic" program, tailored for Green Hill students | Training scheduled and attended | Scheduling of training stalled, due to COVID-19 Interest remains high |
| G2A2) Send all interested staff to the annual May meeting for Institutional Education and Student Support | Participation in meeting | Meeting was held virtually, via Zoom. I did not take attendance, but estimate that 60-70 percent of all staff attended. |

**High-Priority Goal #3:** Subject-area trainings, especially surrounding improving math testing results.

| Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal. | Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal. | Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder). |
|---|---|---|
| G3A1) Do the book study – "Mathematical Mindsets" | Completion of the book study | The entire math department, plus special education teachers, plus one additional |

| G4A5) Hiring additional special education teaching staff for summer school | Were staff hired? | Hiring on hold due to COVID-19.  However, we may still enact this part of the plan in July. |

# What were some strengths of the activities for at least one high-priority goal implemented this year?

Our special education training went very well this year.  We have seen improvements in the implementation of special education.
Although it is not in the original SIP, I want to mention the fact that we did a whole-staff book study on "Courageous Conversations About Race."  We did our final session online.  How incredibly fortuitous that we were able to "get our feet wet" before the current situation.

# What challenges did you encounter this year with implementing activities for at least one high-priority goal?

The Coronavirus presented a huge challenge. Much of our work was moving toward a spring-summer climax. And, as I write this, the guidelines for re-opening have come out, and we may actually see students in small classes later in the summer.

# What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (2020-2021)?

We made the least progress in goal 2, surrounding whole student and SEL topics. But, our work in "courageous conversations" was worth the slight detour. And, going forward, we will likely use that as our focus.

We will also need to address the new partnership with Centralia College, Chehalis School District, and JR/DCYF. Our first course was very successful, and we are working with Centralia to facilitate summer courses.

# What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

While it would be possible to design a survey that measures changes in attitude, the best measure is in listening for anecdotal evidence that people have a better understanding of the impacts of systemic racism, white privilege, etc. on our students. Even though we finished our book study during the shutdown, I can attest to the content of discussions that I overheard. As a predominantly white staff, we are struggling through these concepts, and doing some significant work.

## Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

☒ Washington School Improvement Framework

☐ WaKIDS

☒ Smarter Balanced Assessment/Interim Assessment   Blocks

☐ Universal Screening

☒ Progress Monitoring Data

☐ Curriculum Based Assessments

☒ Graduation Rate (1 Year, extended, etc.)

☒ Credit Attainment

☐ Stick Rate

☐ Student Mobility Data

☒ Discipline Referrals

☒ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)

☐ Restraint and Isolation Data

☐ Time out of class (e.g., visits to nurse, counselor, etc.)

☐ Healthy Youth Survey

☐ School Climate data

☐ Perceptual Data: (Local/Organization): Click or tap here to enter text.

☐ English Language Proficiency Data (i.e. ELPA)

☐ Title III Data

☐ Special Education Eligibility/Disproportionality Data

☐ Special Education Placement Data (LRE)

☒ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)

☐ Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)

☐ Stakeholder Engagement (e.g. focus groups with families)

☐ Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)

☐ Extra-curricular activities participation

☐ Fiscal and Financial Data

☐ (Other) Click or tap here to enter text.

☐ (Other) Click or tap here to enter text.

☐ (Other) Click or tap here to enter text.

## Section 13: PLAN

### SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

| | |
|---|---|
| Goal/Priority #1 (G1) | Student well-being: This includes continuing equity and diversity work, SEL, executive functioning, trauma-informed care, and verbal de-escalation, among other topics. |
| Goal/Priority #2 (G2) | Curriculum and educational programming: specifically in math and social studies (to meet new state standards) |
| Goal/Priority #3 (G3) | Special education. This includes continuing work around our special education issues and the model we use to deliver special education and comply with state and federal guidelines. |
| Goal/Priority #4 (G4) | Technology infrastructure: we currently provide robust, filtered, internet access for school work within the school building. We now must work with JR to provide similar access when students cannot attend school in the school buildings. While the coronavirus is driving this, we can, and will, use this technology to deliver instruction after the virus. |

## Section 14: DO

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

| 14a. Activity | 14b. Timeframe for Implementation | 14c. Lead(s) | 14d. Resources/Budget |
|---|---|---|---|
| G1A1) DWRY (Dealing With Resistant Youth) verbal de-escalation training/refresher | August, 2012 | Principal | $0 |
| G1A2) Additional verbal de-escalation training as needed or requested, potentially including "Love and Logic" | Throughout the School Year | Principal | $2000 |
| G1A3) Send all interested staff to the annual May meeting for Institutional Education and Student Support | May | Tim Touhey | $200 Registration per person $600 Travel per person 25 participants @ $800 = $20,000 |
| G2A1) Send two or three teachers to the Jo Boaler "Mindset Mathematics Workshop" | By end of school year | Tim Touhey | Approx. $2600 ($995 registration + $1605 travel) per participant @ 3 participants = $7800 |

| | | | |
|---|---|---|---|
| training at Stanford | | | |
| G2A2) Re-work social studies curriculum to align with new state standards; including an independent, online version of Washington State History/Civics | By end of school year | Tim Touhey | Materials -- $10,000<br>Teacher time -- $3500 |
| G3A1) Special Education Training for key staff members | Ongoing | Tim Touhey<br>New Special Education Director | No explicit/direct cost |
| G3A2) Specific special education training for several staff members, as defined in corrective action plan approved by OSPI | March-April | Tim Touhey<br>New Special Education Director | $3000 for an outside consultant/trainer |
| G3A3) Clerical assistance to process paperwork to ensure special education compliance. | By start of school year | Tim Touhey<br>Loretta Duncan | 40 hours/week x 30 weeks @ $22 + benefits @ 50% = $39,600 |
| G4A1) Chromebook carts for the three large open living units | By November 1 | Tim Touhey<br>District Technology Support | 3, 20 machine carts @ 1100<br>60 Chromebooks @ $400<br>TOTAL = $27,300 |
| G4A2) WIFI for the three large open living units | By November 1 | Tim Touhey<br>District Technology Support | Hardware @ $1000 per unit<br>Labor @ $500 per unit<br>TOTAL = $4500 |

**Amended for 2020-21 School Year:**

G1A1   Complete for 2019-20, need to schedule for 2020-21.  However, we completed whole-staff (certificated) "Right Response" certification training in December

G1A2   On hold until Covid restrictions are lifted.  We are also re-examining staff interest in this activity, in light of the Right Response training

G1A3   This will not take place this school year.  We did have a day-long statewide Zoom meeting for all staff in September

G2A1   On hold until Covid travel restrictions are lifted

G2A2   In process

G3A1   Ongoing

G3A2   Completed

G3A3   This activity has been moved out of this funding stream

G4A1   We will purchase carts only this year.  We have access to surplus, serviceable Chromebooks from the District.  If this pilot works, we will purchase new Chromebooks next year.

G4A2   In process.  Target completion date of March 31

G1A1   $0

G1A2   $0

G1A3   $0

G2A1   $0
G2A2   $5000
G3A1   $0
G3A2   $0
G3A3   $0
G4A1   $3300

G4A2   $4500

## Section 14e. Budget Table

| Funded SY 2019-2020 Expenditure (Linked to Activity) | Funding Source | Funding Amount |
|---|---|---|
| G1A1) DWRY (Dealing With Resistant Youth) verbal de-escalation training/refresher | N/A | No Cost |
| G1A2) Additional verbal de-escalation training as needed or requested, potentially including "Love and Logic" | OSSI Grant | $2000 |
| G1A3) Send all interested staff to the annual May meeting for Institutional Education and Student Support | OSSI Grant | $20,000 |
| G2A1) Send two or three teachers to the Jo Boaler "Mindset Mathematics Workshop" training at Stanford | OSSI Grant | $7800 |
| G2A2) Re-work social studies curriculum to align with new state standards; including an independent, online version of Washington State Hitory/Civics | OSSI Grant | $13,500 |
| G3A1) Special Education Training for key staff members | N/A | No explicit/direct cost |
| G3A2) Specific special education training for several staff members, as defined in corrective action plan approved by OSPI | OSSI Grant | $3000 |
| G3A3) Clerical assistance to process paperwork to ensure special education compliance. | State Allocation Funds | $39,600 |
| G4A1) Chromebook carts for the three large open living units | OSSI Grant | $27,300 |
| G4A2) WIFI for the three large open living units | OSSI Grant | $4500 |

## Section 15a STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

Updated April 24, 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

| SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) |
|---|

| Study<br><br>*(Prior to implementation) What evidence will you examine to evaluate if your activities are working?* | G1) Our teachers will participate in trainings addressing students well-being, AND apply learnings from those trainings in their practice and our group decision-making.<br><br>G2) New social studies curriculum will be developed and implemented; new math curriculum (that has been developed during the shutdown) will be implemented and students will experience increased success in math and math testing.<br><br>G3) New special education staff will be in place, and we will serve our students more effectively. Completion of all activities required by OSPI will be a good starting point.<br><br>G4) Students in the three large open campus living units will have access to online education tools in their living units, so work on subjects requiring access can continue outside of regular school hours. |
|---|---|

## Section 15b STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

| SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) |
|---|

| Study<br><br>*(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?* | G1: Although a continuous action item, this specifics of this goal have been either met or substitute activities have taken place.<br>G2: • The "next step" in our math work is temporarily on hold, until travel can resume.<br>• Our social studies work continues, and wil be complete by the end of this year.<br>G3: We are redirecting a significant portion of this grant to special education services, as our former dean of students, with a special education background, and our part-time psychologist, have retired. We have opted to hire a full-time school psychologist to not only do the psych work, but manage our IEP workflow and compliance.<br>G4: WE are working closely with our JR partners to provide online access to all students at Green Hill, even outside of the school setting. We were able to use surplus (but still useable) Chromebooks to pilot our plan to provide access in living units that don't currently have wifi service. |
|---|---|

## Section 15c STUDY

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

| SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) |
|---|

| Study<br>*("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?* | |
|---|---|

## Section 16a ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

| Adjust<br>*(SY 20-21 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?* | See section 15b for detail. Our main focus for the balance of this year is to complete our social studies curriculum work, and ensure we have wireless computer access in our three large living units: Hawthorn, Maple, and Spruce. We are on track with our special education improvements. We will need to review budgets to make sure our psychologist charges are being directed to the school improvement grant. |
|---|---|

## Section 16b ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

| Adjust<br>*( "End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?* | Click or tap here to enter text. |
|---|---|