

Appendix 3-A: School Improvement Plan Template

Date: School Name: East Hollywood High School Principal: Katrina Walker

Phone: (801) 886-8181 Email: kwalker@ehhs.us

Identification Category: CSI-Grad Rate

School Turnaround Committee/School Leadership Team and SST Members Responsible for this Plan:

| Name | Position | Signature | Date |
|----------------|-------------------------------|-----------|------|
| Katrina Walker | Principal | | |
| Nolan May | Assistant Principal | | |
| Susan Jaeger | Teacher | | |
| Debbie Bates | Teacher | | |
| Nicole Broberg | Sped Director/Credit Recovery | | |
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| Prioritized Needs – Focused on Student Outcomes | |
|--|--|
| Priority 1 | Critical Practice (from Needs Assessment Rubric Rating Summary) 1B1: School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge |
| | Root Cause(s) Leadership and staff have been largely involved in the urgent matters of retaining students and raising achievement and efforts have not focused on other long- and short-term goals. |
| Priority 2 | Critical Practice (from Needs Assessment Rubric Rating Summary) 2B1: Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy. |
| | Root Cause(s) The school was designed to be a safe, inclusive, and supportive environment for a diverse and at-risk student population without a significant focus on student performance data and the support and professional development of staff. |
| Priority 3 | Critical Practice (from Needs Assessment Rubric Rating Summary) 3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards. |
| | Root Cause(s) We have endeavored to hire teachers whose first qualification is to support the diverse needs of our students with the intention to improve teaching skills through coaching and practice. |
| Priority 4 | Critical Practice (from Needs Assessment Rubric Rating Summary) 4A3: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies. |
| | Root Cause(s) Teacher efforts to contact and engage parents are complicated and discouraged by the status and structure of students' families, relative parent lack of educational success, and the distance and diffusion of student residence. |

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Schools Identified under the Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement MUST identify strategies that meet one of the top three levels of evidence-based interventions under ESSA. Please reference the following chart and the link to tools from WestEd.org for useful guidance.

| Definition of Evidence-Based in ESSA | | |
|--|---|---|
| Evidence based means an activity, strategy or intervention that meets the following: | | |
| Description | Level | Research Study Criteria |
| An activity, strategy, practice, intervention, or program that demonstrates a statistically significant effect on improving student outcomes | Level 1 STRONG EVIDENCE Experimental Studies | Evidence cited is based on at least 1 well-designed and well-implemented experimental study |
| | Level 2 MODERATE EVIDENCE Quasi-experimental Studies | Evidence cited is based on at least one well-designed and well-implemented quasi-experimental study |
| | Level 3 PROMISING EVIDENCE Correlational Studies | Evidence cited is based on at least one well-designed and well-implemented correlational study |
| | Level 4 Demonstrates a Rationale (Does Not Meet Criteria for School Improvement Plans in ESSA) | Evidence cited is based on high-quality findings, positive evaluations, or anecdotal evidence for strategies and interventions that continuing to be evaluated. |
| | | |

Additional guiding questions and Evidence-based Improvement Tools from West Ed:
<https://www.wested.org/wp-content/uploads/2016/12/Evidence-Based-Improvement-Guide-FINAL-122116.pdf>

Please Note: Schools identified under the State School Turnaround and Leadership Development Act do not need to meet the same evidence-based requirements; however, it is strongly encouraged.

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For each prioritized need in the needs assessment, identify evidence-based strategies to address the priority and dissolve the root cause for the critical practice(s) identified. Write strategies as logic models. For example:

If we (the evidence-based strategy the school implements), **then** (what teachers, staff, parents, administrators, etc., will do as a result) **and** (what students will do as a result of the effective practice e.g., the student-focused goal this strategy supports).

For each strategy, indicate the evidence-based level (1, 2, or 3) and a brief justification statement. Then, identify performance measures that will be used to measure impact on adult behavior. Each strategy should also include milestones, with actions, outputs, timeline, budget and person responsible.

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Priority 1/Critical Practice:

2B1: Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.

3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.

Priority 1/Root Cause:

2B1: The school was designed to be a safe, inclusive, and supportive environment for a diverse and at-risk student population without a significant focus on student performance data and the support and professional development of staff.

3B2: We have endeavored to hire teachers whose first qualification is to support the diverse needs of our students with the intention to improve teaching skills through coaching and practice.

Strategy 1.1: If we implement the My Teaching Partner Instructional Coaching system, then teachers will have specific - individual feedback, professional development, and accountability regarding the quality of the instruction in their classroom. As a result students will receive high quality instruction and academic performance will improve.

Evidence-base: Level (1, 2, or 3) 2 *

Justification: <https://ies.ed.gov/ncee/wwc/Study/80136>

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

| Strategy Performance Measures | | | | | For CSI Only |
|-------------------------------|------------------------|---|-----------|-----------|--------------|
| Indicator | Data Source | Baseline | Y1 Target | Y2 Target | Y3Target |
| Aspire+ Scores | DATA Gateway | TBD | TBD | TBD | TBD |
| CLASS Observation Ratings | CLASS Observation Tool | Will be determined in October when Observation training is complete | TBD | TBD | TBD |

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Milestone 1.1.1: Training for East Hollywood Instructional Coach and Teachers completed

| Actions | Outputs | Timeline | Resources | Person Responsible |
|---|--------------------|---|--|---------------------------|
| 1. Instructional coach attends two trainings from MTP and completes MTP online training | Completed Training | 1 st Training – August 20-22, 2 nd Training – September 16-18 Online training will be complete by September 16 | | Nolan May |
| 2. Teachers will complete MTP orientation training. | Completed Training | October 2 nd | MTP staff will assist in training teachers | Nolan May, Katrina Walker |

Milestone 1.1.2: Teachers will participate in 6 coaching cycles per year

| Actions | Outputs | Timeline | Resources | Person Responsible |
|---|--|-----------------------------|-----------|--------------------------|
| 1. Math and Language Arts Teachers will begin coaching cycles | Pre-coaching conference | October 2019 | | Nolan |
| 2. Math and Language Arts Teachers will complete 6 coaching cycles | Observation reports and post coaching conference | All 6 completed by May 2019 | | Nolan |
| 3. Review of process and capacity and creating a plan for expanding program to all teachers | Plan for school wide instructional coaching | June 2019 | | Building Leadership Team |

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Strategy 1.2: If students complete weekly surveys regarding the quality of teaching in each of their classes, then teachers will have relevant, individual, and timely data to create an effective personal professional development plan. As a result students will receive high quality instruction and will reach higher levels of proficiency.

Evidence-base: Level (1, 2, or 3) 2

* Justification: <https://docs.gatesfoundation.org/documents/preliminary-findings-research-paper.pdf>

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

| Strategy Performance Measures | | | | | For CSI Only |
|-------------------------------|----------------|--|-----------|-----------|--------------|
| Indicator | Data Source | Baseline | Y1 Target | Y2 Target | Y3Target |
| Aspire+ Scores | DATA Gateway | TBD – Scores will be released in October 2019 | TBD | TBD | TBD |
| Student Survey Scores | Student Survey | Baseline will be determined in October of 2019 | TBD | TBD | TBD |

Milestone 2.2.1: Teachers will administer survey with fidelity and will use data to create Professional Development goals.

| Actions | Outputs | Timeline | Resources | Person Responsible |
|---|-----------------------------|---|-----------|---------------------------|
| 1. Teachers will receive training on the survey and how to interpret the data from the survey - | Completed Training | First Training: September 27 Training will be held annually at the beginning of each school year | | Katrina Walker, Nolan May |
| 2. Teachers will administer surveys to collect personal baseline data | Data from surveys | Annually in September and October | | All teachers |
| 3. Teachers will meet with administration to review data and create professional learning goals based on data | Professional learning goals | Annually in October and November | | Katrina Walker & Teachers |

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Milestone 2.2.2: Teachers will complete professional learning tasks based on their professional development goals

| Actions | Outputs | Timeline | Resources | Person Responsible |
|---|--|----------------------|---|--------------------|
| 1. Teachers will select professional learning tasks | Individual Professional learning plans | Annually by November | We will utilize My Teaching Partner Resources made available to us. However, My Teaching Partner has told us their resources are mostly directed toward Elementary school. We would like explore purchasing a professional development program that provides teachers with the opportunity to earn micro-credentials or complete courses based on their goals | Teachers |
| 2. Administration monitors teacher progress | Professional learning tracking | Monthly | | Katrina Walker |

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Priority 2/Critical Practice:

4A3: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.

Priority 2/Root Cause:

Teacher efforts to contact and engage parents are complicated and discouraged by the status and structure of students’ families, relative parent lack of educational success, and the distance and diffusion of student residence.

Strategy 2.1: If East Hollywood addresses barriers to engagement and provides information and learning opportunities to parents that are both relevant to their needs and focused on connecting schoolwork to college and career success, then parents and the school can work in partnership to prevent students from dropping out.

Evidence-base: Level (1, 2, or 3) 1

* Justification: <https://files.eric.ed.gov/fulltext/EJ1124003.pdf>
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35

According to What Works Clearing House, the recommendation of “engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school” has the strongest evidence for effectiveness in preventing dropout in secondary schools. We would like to expand our efforts in helping students make these connections and manage their challenges by educating and including families on these topics. With the families and school focusing their efforts together, we will be more successful in preventing dropout.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

| Strategy Performance Measures | | | | | For CSI Only |
|--|--|---|--|--|--|
| Indicator | Data Source | Baseline | Y1 Target | Y2 Target | Y3Target |
| Dropout Rates- We will look at Dropout Rates for each Grade Level. | UTREX Reports - Student Enrollment Reports Reviewed Weekly | 10 th Grade Cohort 2022 – 3.75% | 10 th Grade Cohort 2023 – Less than 3% | 10 th Grade Cohort 2024 – Less than 2.5% | 10 th Grade Cohort 2025 – Less than 2% |
| | | 11 th Grade Cohort 2021- 9.4% | 11 th Grade Cohort 2022 – Less than 8 % | 11 th Grade Cohort 2023 – Less than 7.5 % | 11 th Grade Cohort 2024 – Less than 7 % |
| | | 12 th Grade Cohort 2020 – 11.02% | 12 th Grade Cohort 2021 – Less than 10% | 12 th Grade Cohort 2022 – Less than 9.5% | 12 th Grade Cohort 2023 – Less than 9% |
| | | Graduates Cohort 2019 - 20.86% | Graduates Cohort 2020 – Less than 20% | Graduates Cohort 2021 – Less than 19.5% | Graduates Cohort 2022 – Less than 19% |

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|--|---------------------|---|---------------------------------|---------------------------------|----------------------------------|
| Parent Participation on School Quality/Climate Surveys – Willingness to participate in this survey is an indicator of overall family engagement. | Climate Survey Data | 2018/19 School year - 24 Parents Responded on the School Quality/Climate Survey | More than 50 parents responding | More than 75 parents responding | More than 100 parents responding |
|--|---------------------|---|---------------------------------|---------------------------------|----------------------------------|

Milestone 3.1.1: East Hollywood will develop a family engagement plan based on family expectations, needs and barriers to school engagement.

| Actions | Outputs | Timeline | Resources | Person Responsible |
|--|------------------------|---|-----------|---------------------------|
| 1. Solicit Family input regarding expectations, needs, and barriers/solutions to school engagement. | Survey Data | Survey will be sent out via email, text message, social media, and in person every year in September. | | Building Leadership Team |
| 2. Data will be analyzed and plan will be created to provide families with communication, training, and resources related to their needs and expectations. | Family Engagement Plan | Yearly in October | | Building Leadership Team. |

Milestone 3.1.2: East Hollywood will partner with community resources to develop training and events on the topics of School-to Career/College Success and Social Emotional Learning for families.

| Actions | Outputs | Timeline | Resources | Person Responsible |
|---|---------|--|--|--------------------------|
| 1. Meet with community resources we already have in place to prepare topics/events for each grading period. | Plan | Initial Plan October 2019 Detailed plan for each event/topic Beginning of each grading period | Voc Rehab Hopeful Beginnings Law enforcement | Building Leadership Team |

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| Actions | Outputs | Timeline | Resources | Person Responsible |
|--|--------------|----------|--|--------------------------|
| 2. Reach out to other community resources | Contacts | Ongoing | | Building Leadership Team |
| 3. Refine and develop new Family training/events | Updated Plan | Ongoing | Voc Rehab Hopeful Beginnings & other connections. | Building Leadership Team |