HIGH DESERT SWIP GOALS/ACTIONS 2019-20

GOAL #1: Decrease severely chronic and chronic attendance rates from 100% (2018-19) to 50% (2019-2020).

Intervention Strategies/Action Steps	Research Base	Responsibility and Completion Date
1. Calculate and review chronic attendance rates and data with students and staff.	The impact of attendance issues are well-documented in Sprick's *Tackling Attendance Challenges* (2019)	Admin/SLT/CB will share attendance data w all teachers every four weeks. Individual teachers will receive attendance data on chronically absent individual students each week.
2. Develop and implement a plan to increase attendance.	The impact of attendance issues are well-documented in Sprick's *Tackling Attendance Challenges* (2019)	Admin, SLT, CB, and students will create the plan. Completion date 2/28/2020.
3. Develop and implement a plan to improve school culture and to develop school identity.	Marzano's (2014**)** *High Reliability Schools'* research requires that student and staff have a safe and collaborative culture to be present before work on increasing student achievement will be highly reliable	Admin/SLT/CB - progress checked each four weeks, completed by 3/31/2020
4. Develop and implement a weekly Advisory lesson based on student-identified needs related to school culture and school attendance.	Marzano's (2014) *High Reliability Schools*' research requires that student and staff have a safe and collaborative culture to be present before work on increasing student achievement will be highly reliable.	Admin/SLT/CB - Completion date - 3/15/2020

5. Attend a Challenge Course once each semester to increase student engagement.	Marzano's (2014) *High Reliability Schools'* research requires that student and staff have a safe and collaborative culture to be present before work on increasing student achievement will be highly reliable.	Admin/SLT/CB - Completion date 2/15/2020
6. Develop a school motto to increase student engagement.	Marzano's (2014) *High Reliability Schools'* research requires that student and staff have a safe and collaborative culture to be present before work on increasing student achievement will be highly reliable.	Admin/SLT/CB/students - Completion date - 3/15/2020
7. Re-paint classrooms (student/staff project) to improve facility.	Marzano's (2014) *High Reliability Schools'* research requires that student and staff have a safe and collaborative culture to be present before work on increasing student achievement will be highly reliable.	Admin/teachers/students - Completion date 4/15/2020
8. Develop and implement a way to increase community involvement to build community support for High Desert students.	See Sprick (2019)and Marzano (2014)	Admin/SLT/teachers/CB/students - Completion date 3/31/2020
9. Provide professional development on and implement trauma sensitive practices to address students' emotional safety needs.	See The National Child Traumatic Stress Network (2019) https://www.nctsn.org/	Admin - Completion date 1/31/2020
10. Provide professional development on the resiliency/asset/risk model	Building Assets Reducing Risks (2015) - Strong Impact (IES)	CB - Completion date 1/31/2020

GOAL # 2: Increase 10th grade student ELA and math ISAT proficiency rates from 0% (2018-19) to 40% (2019-2020).

Intervention Strategies/Action Plans	Research Base	Responsibility and Completion Date
1. Adapt instruction schedule to a 1/3 class discussion, 1/3 direct instruction, 1/3 focused individual work.	Hattie's research indicates classroom discussion has an effect size of .82, direct instruction - .60, and individual deliberate practice - .79 .	Admin/SLT/CB completion date 5/31/2020. SLT will monitor monthly.
2. Increase certified teacher hours in afternoon schedule.	Hattie's major premise is that a teacher's impact on learning is the most significant component in student academic growth.	Admin - Completion date 12/15/2020
3. Ensure that student-friendly learning targets are included with each course.	Marzano, (2014) *The New Art and Science of Learning*	Admin/SLT/Teachers/CB - Completion date 5/31/2020. Admin will monitor bi-weekly.
4. Adapt curriculum to use Odyssey Ware as a resource and investigate standards-based online curriculum that better meet students' needs.	Hattie's work indicates that web-based learning has a .18 effect size. A blended instructional model that includes more direct instruction is more effective.	Admin/SLT/CB - Completion date 2/28/2020
5. Give focused interim assessments to identify student gaps.	Hattie - deliberate practice has a .79 effect size.	Admin/teachers - Completion date 3/20/2020. Admin and SLT will monitor bi-weekly.
6. Practice sample ISAT questions each day.	Hattie - deliberate practice has a .79 effect size.	Admin/teachers - Completion date - 3/20/2020 Admin will monitor weekly.
7. Use 8th grade ISAT data to establish student learning goals and review with students quarterly.	Hattie - Goal commitment has a .40 effect size.	Admin/teachers/students - Completion date 6/1/2020
8. Provide professional development on evidence-based	Hattie - Transfer of strategies - .86	Admin/SLT/CB - Completion date

interventions and instructional practices in ELA and math that are used in all classes.	effect size, strategies to integrate with prior knowledge - .93 effect size, scaffolding - .82 effect size	3/1/2020. Admin and CB will monitor bi-weekly.
9. Investigate Marzano's High Reliability Schools model.	Marzano (2017)	Admin/SLT/CB - Completion date 5/31/2020. SLT will monitor monthly.
10. Investigate using MAP as a universal screening for students.	Hattie - providing formative evaluations - .42 effect size, deliberate practice - .79 effect size	Admin/SLT/CB - Completion date 5/31/2020. Admin/CB will monitor monthly
11. Conduct a root cause analysis to determine causes for lack of student academic growth.	Marzano (2017) *The New Art and Science of Teaching*, McTighe and Wiggins (1998) *Understanding by Design*	Admin/SLT/CB - Completion date 1/31/2020.

GOAL #3: Increase ELA proficiency rate of Sp Ed sub-population from 0% (2018-19) to 30% (2019-2020) and LEP proficiency rates from ___ (2018-19) to 40% (2019-2020).

Intervention Strategies/Action Plans	Research Base	Responsibility and Completion Date
1. Provide professional development on Universal Design practices.	Meyer and Rose (2013). *Universal Design for Learning: Theory and Practice*	Admin/Sp Ed Dir/CB - Completion date 3/1/2020.
2. Ensure that teachers have lists of accommodations for classroom instruction and assessments required from IEP's.	2018 Idaho Special Education Manual	Admin/Sp Ed teacher. Completion date 1/31/2020.
3. Ensure that IEP/504 students have required accommodations when taking ISAT.	2018 Idaho Special Education Manual	Sp Ed teacher - Completion date - 3/15/2020
4. Ensure that High Desert teachers/staff attend annual IEP meeting.	2018 Idaho Special Education Manual	Admin/Sp Ed teacher
5. Ensure that High Desert is an appropriate Least Restrictive Environment for students on IEP's.	2018 Idaho Special Education Manual	Admin/Sp Ed Dir
6. Provide professional development on instructional strategies that best meet students with IEPs needs and LEP students' needs.	Hattie - Interventions for learning disabled students - .79 effect size.	Admin/SLT/CB - Completion date 4/15/2020

Identify the resource inequities which are barriers to improving student outcomes:

High Desert students are considered at risk of dropping out based on many different measures, including criteria to enter an Idaho alternative school. Because the community is small and has a high rate of poverty, including a high ALICE score, funds are at a premium for the "regular" schools, let alone the alternative school. The facility does not meet student needs, including safety, technology, adequate staff, and educational materials. The District does not have the funding to alleviate these concerns at this time even though High Desert has been a part of each of the last four school levies, all of which have failed.