

# Utah Title I Schoolwide Planning Template

**Part A: General Information**

**School Name** Granger High School **LEA Name** David Dunn

<b>Name</b>	<b>Title I Schoolwide Planning Team</b>	<b>Signature</b>
David Dunn	Principal	
Travis Tilley	Faculty member	
Cindy Neibaur	Faculty member	
Brooke Funk	Faculty member	
Rebecca Hall	Parent representative	
Holly Hennessy	Parent representative	
Cynthia Dwight	Parent representative	
	Community/business representative	

**Developing the Title I schoolwide plan: Schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.**

**Title I Director** \_\_\_\_\_ **Signature** \_\_\_\_\_

## 1. Comprehensive Needs Assessment

ESEA 1114(b)(1)(A)

Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	Granger is showing improvement in Aspire Plus and ACT scores. The schools ACT composite average is increasing yearly and approaching the state average. Both English and Math are remaining consistent in each area with some subjects posting promising increases.
Graduation rates (for high schools only)	The improvement in the graduation rate at Granger is impressive. Beginning in 2015, there has been consistent increase each year. 2015 was the first year of the first 9 <sup>th</sup> grade cohort to graduate from Granger. The number of students completing graduation requirements is projected to continue to increase with the extension of the campus to 9 <sup>th</sup> graders.
Demographic data	Asian – 5% African American/Black – 5% Caucasian/White – 22% Hispanic – 59% Native American, Native Alaskan – 2% Pacific Islander – 7%
School climate (including safe school data)	Safe Schools are on the rise. However, that is attributed to an increase vigilance in eliminating negative behavior in assisting students to make good decisions. The administration and teachers are implementing a school wide intervention program, working to support students in Social/Emotional health, and increase classroom engagement/rigor.

Course-taking patterns (secondary only)	<p>The number of students participating in culturally based classes (LIA, POP) continues to increase.</p> <p>Enrollment in AP, Honors, and CE courses increased by over 125% in the 2021 school year. These courses are being made more accessible to minorities and other students.</p> <p>All students are able to partake in the growing number of CTE and Concurrent enrollment courses both at the introductory and advanced levels.</p>
Teacher qualifications	<p>Over 90% of the teachers at GHS are endorsed and highly qualified in their area of instruction. The 10% who are not qualified instruct in specialized courses that fall under their areas of expertise based on experience from industry, special education, and ESL classes. Language Arts teachers are expected to become endorsed within the first three years of teaching at Granger. The ESL endorsement is listed as a requirement for all teaching positions. Currently there are 36 teachers or 25% of our teachers with an ESL Endorsement.</p>
Participation in college entrance testing (high school only)	<p>GHS is concerned over the low achievement rate on the ACT. Granger offers an ACT preparation course. This high intensity, after school class is taught by certified teachers and supports many students. The state is also providing the ACT to all students. For 2019-2020, there are two sessions of this six week course offered for students to receive support for the test. Additionally, the school will provide ACT books to all interested Juniors.</p>
Other data as determined by the school	<p>Based on our data, an area of concern is the number of absences students have. On average, students miss 12.5 days of school a quarter.</p> <p>Academically, Granger teachers and administrators are extremely concerned with the literacy rate. According to the most recent SRI data, 75% of the student body read at least two grade levels below their current grade level. Over half of the students who struggle with literacy read at an elementary level.</p>

## 2. Schoolwide Reform Strategies

ESEA 1114(b)(1)(B)

Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are selected and implemented.

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

### Schoolwide Reform Goals and Strategies Form (Complete one page for each goal.)

<b>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b>	
<b>Goal</b>	<b>Granger High School students will all show a growth in their reading of at least 10%, as measured by the SRI.</b>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• All incoming 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders are screened 3 times a year with the SRI test. Freshmen that demonstrate a reading ability below their grade level will be placed into a specialized reading class. These classes offer students individualized assistance, incentives, and focused instructional strategies to improve their literacy.</li> <li>• GHS will continue to work within PLCs to identify Essential Learning Outcomes (ELOs) for instructional purposes. These PLCs will be divided by curricular areas. PLCs will also work on strategies including, but not limited to: formative assessments, vertical teams, grade level teams, writing rubrics, interventions, data collection/interpretation, and creating common scopes and sequences for curriculum areas.</li> <li>• Participate in ESEA conference to learn new schoolwide reform strategies.</li> <li>• GHS will train and use WIDA standards to assist English Language Learners (ELLs)</li> <li>• GHS will provide electronic access to diagnostic math programs to assist students in mathematics literacy.</li> <li>• The school will provide additional electronic textbooks and Newsela to assist students in reading material on their grade level.</li> <li>• ELA teachers will provide a writing lab for students who need to develop writing skills and provide</li> </ul>

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	<p>access to technology.</p> <ul style="list-style-type: none"> <li>• The school will provide remediation to students in an effort to reduce the number of students receiving failed credits. The use of FuelEducation will assist students to remediate credits and progress towards graduation while receiving job training.</li> <li>• Provide literacy coaches, data specialists, and teacher mentors to support new and experienced teachers with professional development and institutional knowledge</li> </ul>
Scientifically Based Research Support	<p>Granger High uses the SRI as a measure of reading fluency. Many recent studies have highlighted the importance that improving fluency has on helping struggling readers (Rasinski, 2014; Macalister, 2010; Kim, Young &amp; Wagner 2015). Due to the amount of published research, we feel comfortable with using the SRI as an entrance and exit screener.</p> <p>The efficacy of intensive individualized reading interventions with secondary students for both improving reading and reducing dropouts has been established (Roberts, et. al, 2012). Furthermore, the effectiveness of a comprehensive reading improvement program to improve reading skills, like the one we will do at Granger, has also been established (Spaniak, 2007). For these reasons, we believe that creating triggers that systematically engage and disengage reading help for struggling readers at Granger High School will improve literacy rates, as measured by the SRI.</p> <p>Student learning is the result of many factors, but one of the most significant in producing learning is "opportunities to respond" (Greenwood, Delquadri, and Hall, 1984). Similar to academic engaged time or active learning, "opportunities to respond" describes ways in which curriculum and instruction evoke student responses. As student academic responses increase, learning increases. Thus, teaching strategies that keep students actively engaged in responding are generally more effective than ones that permit students to simply sit and listen. Strategies that promote fluency (many responses per unit of time) are also extremely efficient and effective (West, 2003; West and Young, 1992).</p> <p>It has been said that students learn by doing. It follows that if one increases the <i>doing</i>, the result is an increase in learning. Opportunity to respond is a term coined in 1977 by Vance Hall and his colleagues at the Juniper Gardens Children's Project (Heward, 2003). This refers to increasing student responses and engagement in a learning activity to increase student performances. This refers to ongoing academic learning time in writing and reading. (Narayan, Heward, Gardner, Courson, &amp; Omness, 1990; &amp; Heward, 1994).</p>

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Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	<ul style="list-style-type: none"> <li>Improving the literacy levels of struggling Granger High School readers is expected to have a strong impact on all core academic areas. It is our belief that the ability to read is the key to accessing information from any subject area. Students who are better readers access higher levels of information and will be more engaged in the educational process.</li> <li>Students will be able to <u>produce authentic writing</u> and maintain a portfolio of that writing</li> <li>Student <u>test scores</u> will increase (ACT, state tests)</li> <li>Formative assessments and measurements of fluency will increase with <u>English Language Learners</u> The number and percentage of students reading at grade level will increase</li> </ul>
Professional Development to Support Strategies	<ul style="list-style-type: none"> <li>School-wide training for all teachers on the techniques that will help support struggling readers.</li> <li>Train PLC leaders</li> <li>Professional development for metacognition.</li> <li>Train all teachers in how to participate meaningfully in PLCs</li> <li>Support teachers in obtaining ESL and reading endorsements</li> </ul>
Timeline	<ul style="list-style-type: none"> <li>May 2020 – Identify and hand schedule students for their reading classes</li> <li>July 2020 – Provide school-wide training for teachers to gain skills to support struggling readers, order and purchase binders for writing, recruit PLC leaders, secure equipment for literacy efforts</li> <li>September 2020 – SRI test all incoming freshman students</li> <li>August 2020 – May 2021 – Train teachers for PLC implementation, metacognition, reading strategies</li> <li>August 2020 – May 2021 – Provide reading instruction in reading classes and instructional support school-wide to struggling readers</li> <li>August 2020 – May 2021 – Periodically test all students to determine who enters and exits the specialized reading classes. The March test will be used to determine effectiveness of this program for the 2021-2021 school year</li> <li>June 2021 – Evaluate program and make any changes that may improve results</li> </ul>
Responsible Parties	<ul style="list-style-type: none"> <li>Admin – Hiring</li> <li>Reading teachers – Provide instruction and repeated SRI measurements</li> <li>English PLC leaders and English team teachers – Work in curricular-level teams to develop curriculum,</li> </ul>

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	<p>create formative assessments, examine data, and develop and track interventions and extensions.</p> <ul style="list-style-type: none"> <li>• School-wide teachers – Provide support for struggling teachers</li> <li>• Professional Learning Specialist (PLS) and teacher coaches – Coach and train teachers and paraeducators on effective implementation of literacy strategies</li> <li>• Literacy Team – Identify students</li> <li>• Counselors – Hand scheduling (including ins and outs)</li> <li>• Literacy team, administrators, and reading teachers – Program evaluation and implementation of changes to improve results.</li> </ul>
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> <li>• Executive team (Freshman Academy, School Leadership, PLC Leaders) will hold <u>monthly monitoring meetings</u> centered on school improvement goals.</li> <li>• Community council – In each Community Council meeting, the council will have access to data for discussion.</li> <li>• English department – Teachers will collaborate around student achievement data to develop interventions and extensions.</li> <li>• PLC leaders – Will provide data update based on their common formative assessments</li> <li>• We will use periodic measures to determine who needs to enter the program and who will exit. We will use the March SRI administration to determine the effectiveness of the program for the school year.</li> </ul>

## Goal #2

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Goal	<b>Graduation and College: Increase graduation rate by 3% each year until greater than 85%, reduce the dropout rate by 2% each year until less than 10%. Increase the number of students transitioning to higher education/certificate programs by 3% each year.</b>
Strategies	<ul style="list-style-type: none"> <li>• Promote school-wide instructional improvement through the implementation of professional learning communities (PLCs). Specifically train PLC leaders and provide compensated time for PLC leaders to carefully examine student achievement data, plan interventions, observe teachers in their curricular area, and recommend targeted professional development that is paid for from the Title I grant.</li> <li>• Provide time for teachers to map their and develop guaranteed curriculums.</li> <li>• Promote a <u>college-going culture</u> through schoolwide college preparation and promotion activities including</li> </ul>

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	<p>college recruiting fieldtrips, daily writing in school issued binders and time management training through our freshman academy classes utilizing school issued planners</p> <ul style="list-style-type: none"> <li>• Increase <u>on-time attendance</u> through schoolwide coordination and targeted intervention including the employment of attendance trackers</li> <li>• <u>Reduce earned F grades</u> through improved classroom strategies</li> <li>• Support PBIS to provide <u>positive</u> support for student improvement</li> <li>• Hire instructional aides to mentor and support students in <u>positive</u> academic performance</li> <li>• Support core subject area teachers with time to provide targeted interventions for failing students</li> <li>• <u>Reduce class sizes and provide paraeducator support</u> in target areas for 9<sup>th</sup> and 10<sup>th</sup> grades to establish and support the four conditions for learning.</li> <li>• Utilize <u>targeted credit interventions</u> for students who are not progressing toward graduation including summer school and after school credit recovery, including FuelEducation – Targeted support for students in severe academic trouble while simultaneously providing Career Training.</li> <li>• Help students deal with stressful life events through the <u>employment of a school social worker</u></li> <li>• <u>Receive consultation from an outside agency</u> to help determine areas of strengths and weaknesses in the PLC effort and in the areas of the 4 conditions of learning.</li> <li>• <u>Provide additional textbooks</u></li> <li>• Support Counselors to provide extra support for students in their CCRPs. Provide more opportunities for parents to attend and be part of planning students' plans for graduation and higher education.</li> <li>• Increase the counseling staff and support a full time social worker to support students' social/emotional health needs</li> </ul>
Scientifically Based Research Support	<p>A goal set by the state of Utah is intended to put Utah's workforce on firm footing for an expanding economy and to better align the state's educational outputs with the demands of the job market... Officials with the Utah Governor's Office say the goal is possible and point to economic and demographic projections that show a steady increase between now and 2020 in the number of Utahns turning 18 each year." (<i>Deseret News</i>, 4/29/13). With the recent political climate, there is less discussion about this goal. However, it is still important to make sure each 18-year old has a high school diploma. Thus, high school completion is positioned as an important goal to prepare students to enter post-secondary educational opportunities.</p> <p>The number of students in our nation who are not completing school is particularly alarming in today's society because there are few employment opportunities that pay living wages and benefits for those who have neither</p>

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completed a high school education nor acquired necessary basic skills. On average, youth who drop out are more likely than others to experience negative outcomes such as unemployment, underemployment, and incarceration. High school dropouts are less likely to be employed than high school graduates (U.S. Department of Labor, 2003). Nearly 80% of individuals in prison do not have a high school diploma (Office of Juvenile Justice and Delinquency Prevention, 1995). According to the National Longitudinal Transition Study of special education students, the arrest rates of youth with disabilities who dropped out were significantly higher than for those who had graduated (Wagner et al., 1991). Three to five years after dropping out, the cumulative arrest rate for youth with serious emotional disturbance was 73% (Wagner, 1995).

Students who do not complete school cost taxpayers billions of dollars in lost revenues, welfare, unemployment, crime prevention, and prosecution (Joint Economic Committee, 1991). Approximately 47% of high school dropouts are employed compared to 64% of high school graduates not in college (National Center for Education Statistics, 1995). Students who graduate from high school earn an average of \$9,245 more per year than students who do not complete school (Employment Policy Foundation, 2001). In light of the negative consequences of dropout for society and individuals, facilitating school completion for all students must be a priority for educators, administrators, and policymakers across the country.

**Overview of Alterable Variables Associated with Dropout** (Macmillan, 1991; Rosenthal, 1998; Rumberger, 1995; Wolman et al., 1989). These statements apply to groups of students on average.

- Grades

Students with poor grades are at greater risk of dropout

- Disruptive behavior

Students who drop out are more likely to have exhibited behavioral and disciplinary problems in school.

- Absenteeism

Rate of attendance is a strong predictor of dropout

- School policies

Ineffective school policies associated with dropout include raising academic standards without providing supports, tracking, and frequent use of suspension

- School climate

Positive school climate is associated with lower rates of dropout

- Parenting

Homes characterized by permissive parenting styles have been linked with higher rates of dropout.

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	<ul style="list-style-type: none"> <li>• Sense of belonging</li> </ul> <p>Alienation and decreased levels of participation in school have been associated with increased likelihood of dropout</p> <ul style="list-style-type: none"> <li>• Attitudes toward school</li> </ul> <p>The beliefs and attitudes (e.g., locus of control, motivation to achieve) that students hold toward school are important predictors of dropout</p> <ul style="list-style-type: none"> <li>• Educational support in the home</li> </ul> <p>Students whose families provide higher levels of educational support for learning are less likely to drop out.</p> <ul style="list-style-type: none"> <li>• Retention</li> </ul> <p>Students who drop out are more likely to have been retained than students who graduate. Using National Education Longitudinal Study data, being held back was identified as the single biggest predictor of dropping out</p> <ul style="list-style-type: none"> <li>• Stressful life events</li> </ul> <p>Increased levels of stress and the presence of stressors (e.g., financial difficulty, health problems, early parenthood) are associated with increased rates of dropout</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> <li>• National Clearinghouse data will reflect a higher percentage of Granger graduates <u>entering college</u> within two years following high school.</li> <li>• <u>Graduation rates</u> will rise progressively year over year, while dropout rates decline. Other completer rates (GED) will rise inversely from the dropout rate.</li> <li>• The number and percentage of <u>chronically absent students</u> will decline annually.</li> <li>• The number and percentage of <u>earned F grades</u> will decline annually.</li> </ul>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> <li>• <u>School leadership</u> training focused on the implementation of the PLC model, four conditions of learning, administrative intervention, and building collaborative learning communities.</li> <li>• <u>Classroom teacher</u> training focused on the PLC model, four conditions of learning, administrative intervention, and building collaborative learning communities.</li> <li>• <u>Paraeducator</u> training focused on behavioral intervention, communication skills, and collaborative team practices</li> <li>•</li> </ul>

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Timeline	July 2020	Hire paraeducators, instructional aides, and teachers Work with leadership to support Title One plan Develop professional development plan Train school leadership Revise curriculum and document activities for Freshman Academy Develop identification and reporting analytics for graduation Develop attendance plan
	August 2020	Conduct training for all teachers at Granger High School Conduct training for Freshman Academy teachers Conduct paraeducator training Conduct schoolwide Q1 training Begin the school year Regular reporting Weekly counseling team meeting Monthly executive team meeting Q1 - Graduation progress update (in counseling team, then faculty meeting)
	September 2020	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting Parent University Title I Parent Meeting
	October 2020	Regular reporting Weekly counseling team meeting Monthly executive team meeting Parent University
	November 2020	Regular reporting Weekly counseling team meeting Monthly executive team meeting Q2 - Graduation progress update (in counseling team, then faculty meeting) College month

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	December 2020	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting	
	January 2021	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting ACT Prep Course	
	February 2021	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting ACT Prep Course Parent University	
	March 2021	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting ACT Test Parent University	
	April 2021	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting Q3 – Graduation progress update (in counseling team, then faculty meeting)	
	May 2021	Regular reporting Weekly Freshman Academy monitoring Weekly counseling team meeting Monthly executive team meeting Final graduation meeting, executive team meeting debrief	

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Responsible Parties	<ul style="list-style-type: none"> <li>• <u>PLC Groups</u> – Identify best practices, help identify effective training, and provide constant stream of data, updated regularly.</li> <li>• <u>Professional Learning Specialist (PLS)</u> – Coach and train teachers and paraeducators on effective implementation of strategies, implement “model classrooms” in the building for teacher observation</li> <li>• <u>School leadership</u> – Determine course of action for implementing best practices as a response to school data</li> <li>• <u>Counseling/SST team</u> – Identify students and support targeted intervention</li> <li>• <u>Teachers</u> – Work in content-level PLCs to implement</li> <li>• <u>Paraeducators/Classroom Aides</u> – Support teachers and students implementing strategies</li> </ul>
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> <li>• Administrators and professional learning specialist will provide <u>regular classroom observation/reporting</u></li> <li>• Executive team (School leadership &amp; PLC Leaders) will hold <u>monthly monitoring meetings</u> centered on school improvement goals.</li> <li>• <u>Counseling/SST team</u> – Hold weekly meetings focused on students. Student progress monitoring will take place using school-level forms and documentation.</li> <li>• <u>Community council</u> – In each Community Council meeting, the council will have access to data for discussion.</li> </ul>
<b>Goal #3</b>	
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Goal	<p><b>Increase authentic literacy in each discipline by 5%, as measured by:</b></p> <ul style="list-style-type: none"> <li>• <b>PLC subject specific Common formative assessments</b></li> <li>• <b>Granite District performance benchmark assessments</b></li> <li>• <b>Discipline based state tests</b></li> <li>• <b>Content specific diagnostic computer programs (ALEKS)</b></li> <li>• <b>ACT</b></li> <li>• <b>Enrollment increase in advanced courses (AP, Honors, etc.)</b></li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Provide additional textbooks</li> <li>• Provide additional technology, including but not limited to calculators, tablets, computer tutorial</li> </ul>

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	<p>programs. Provide training for purchased technology</p> <ul style="list-style-type: none"> <li>• Lower class sizes in core subject areas but funding more teachers</li> <li>• Provide paraeducator/classroom aides and instructional aide support in core classes</li> <li>• Provide outside resources to train and support the student body in taking the ACT</li> <li>• Develop common formative assessments, collect and interpret data, and support PLCs through coaching, professional development</li> <li>• Provide software and professional development in online resources including diagnostic programs such as ALEKS, Newsela, etc.</li> <li>• Provide substitutes for teachers in order to support trainings, professional developments, and collaborations.</li> <li>• Increase STEM/CTE opportunities. Provide resources and opportunities for project-based science, technology, engineering, and math. Include technology support</li> <li>• Literacy coaches work with cores subject teachers to provide training, learning resources, programs, other supports for all teachers.</li> <li>• Introduce data specialists in core subject areas</li> <li>• Support teachers for after-hours work to remediate students and improve students' academics</li> <li>• Provide a Student Achievement Advocate to support and advocate for all students with an emphasis on the Freshman Academy.</li> <li>• Provide a Mentor for upper classmen with deficient credit.</li> <li>• Upper Classmen mentor Freshman students.</li> </ul>
Scientifically Based Research Support	<p>Considerable information has already been provided about the need to provide many opportunities for students to respond actively as they learn. In the area of mathematics and science, these opportunities will be provided in the context of smaller class sizes and a greater emphasis on paraeducators and instructional assistants. "Instructional methods such as peer tutoring, individualized instruction, programmed instruction, seat work, small [study] groups,... calling for frequent individual and group response, homework, and home tutoring, offer the ability to accelerate the occurrence of academic behavior and subsequent achievement gain. Similarly, ecological improvements that allow the teacher: (a) to monitor student responding, rather than engage in exposition, and (b) to limit the time students spend in transition, waiting, and looking for materials, will maximize achievement gains" (Greenwood et al., 1984).</p> <p>As our classrooms become increasingly more crowded with more student diversity, the challenge of providing</p>

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	<p>appropriate instruction to all students will become more difficult. Teachers are already challenged to provide instruction that is efficiently tailored to the needs of each student and offers sufficient opportunities to respond. This will become an impossible task in the future unless we consider new staffing alternatives (West, 2003). We will provide paraeducators and “instructional assistants, who will be trained to implement a program of instruction to a small group of students, all of whom will have similar instructional needs. These assistants will function under the direction of a master teacher, who will manage the instructional environment. Classroom instruction will become far more efficient with more opportunities for students to participate in learning activities that are better suited to their instructional level. Students will achieve more in less time, and schools will become even more productive and interesting learning environments” (West, 2003).</p>	
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> <li>• Student test scores (ACT, state tests) in science, English and mathematics sections will increase by 5%</li> <li>• Teachers and personnel will center efforts on creating interventions and extensions for students based on the results of common formative assessments that are developed and administered by the curricular PLC</li> <li>• Increase PLCs that support authentic literacy in the core subject areas</li> <li>• Advanced course participation and success will increase</li> </ul>	
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> <li>• Train PLC leaders</li> <li>• Train all teachers in meaningful participation in PLC meetings</li> <li>• Train teachers with meaningful professional development</li> <li>• Schoolwide numeracy/science training, especially data interpretation, selected and conducted</li> <li>• Select and conduct STEM-specific training for math and science teams</li> <li>• Select and conduct reading and literacy specific training for math and science teams</li> <li>• Support teachers in obtaining higher-level endorsements</li> <li>• Training and support for math, English, science paraprofessionals and instructional aides</li> </ul>	
<p>Timeline</p>	<p>July 2020</p>	<p>Select PLC leaders  Obtain technology/ software for mathematics team  Obtain mobile laptop labs/ chromebooks to be used in all core classrooms  Integrate numeracy strategies into Freshman Academy planning  Train PLC leaders in institute in July  Train student leaders at the leadership conference for the upcoming year  Conduct vertical alignment training with teachers – Literacy coaches</p>

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	August 2020	Conduct math and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	September 2020	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	October 2020	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	November 2020	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	December 2020	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	January 2021	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	February 2021	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	March 2021	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.

<b>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b>		
	April 2021	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	May 2021	Monthly reporting – STEM/Literacy Conduct math, English, and science PLC and vertical alignment meetings Collaboration between the Student Achievement Advocate and Freshman Academy for team alignment.
	June 2021	Executive team/Freshman Academy/Student Achievement Advocate/STEM/Literacy team debrief
Responsible Parties	<ul style="list-style-type: none"> <li>• <u>Math, English, science curricular PLC leaders; math, English, and science team teachers</u> – Work in content-level teams to develop curriculum, common formative assessments, analyze data from assessments, and implement extensions and interventions and evaluate their effectiveness.</li> <li>• <u>Professional Learning Specialist (PLS) and teacher coaches</u>– Coach and train teachers and paraeducators on effective implementation of best teaching strategies</li> <li>• <u>School leadership</u> – Determine course of action for implementing best practices as a response to school numeracy/STEM data</li> <li>• <u>Literacy Coaches</u> – Provide professional development, support data interpretation, and address instructional gaps</li> <li>• <u>Administrators</u> – Support teachers, coaches, paraeducators</li> <li>• <u>Freshman/Upper Class Advocates</u> – provide meaningful support to teachers with direction and goals</li> </ul>	
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this	<ul style="list-style-type: none"> <li>• PLC leaders will provide regular data tracking based on their common formative assessments</li> <li>• Executive team (School leadership, PLC leaders, and PLS) will hold <u>monthly monitoring meetings</u> centered on school improvement goals.</li> <li>• <u>Community council</u> – In each Community Council meeting, the council will have access to data for discussion.</li> <li>• <u>Mathematics/science department chairs</u> – Regular STEM collaboration will take place</li> </ul>	

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goal?)	<ul style="list-style-type: none"> <li>• <u>Literacy Coaches</u> – work with core subject area teachers and any other teacher who will benefit from literacy training to identify next steps.</li> </ul>
<b>Goal #4</b>	
<b>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b>	
Goal	<p><b>Improve conditions for learning, teaching, and interacting with the Granger community, by increasing involvement by 10% at all school sponsored academic events and celebrations</b></p> <ul style="list-style-type: none"> <li>• <b>Implement interventions, consistent school discipline efforts, and appropriately manage safety measurements</b></li> <li>• <b>Provide Student Advocate for 9<sup>th</sup> grade students</b></li> <li>• <b>Collect and respond to schoolwide climate surveys</b></li> <li>• <b>Increase parent and family participation in outreach efforts on a regular basis</b></li> <li>• <b>Increase in PTSA participation</b></li> <li>• <b>Increase parent attendance to CCRP meetings</b></li> <li>• <b>Support the Freshman Academy</b></li> <li>• <b>Provide support to faculty working through EYE requirements</b></li> <li>• <b>Supplies, printing, teaching materials for teachers to assist in academic instruction for students and classrooms</b></li> <li>• <b>Increase parent outreach by providing 3 session of the 2-night Worth of Education Course.</b></li> <li>• <b>Support and educate parents through the parent center</b></li> <li>• <b>Provide a social worker and counselor to increase social/emotional support</b></li> <li>• <b>Provide bussing to support students' connection to the community</b></li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Train student helpers and student leadership in effective communication and problem-solving skills to increase the size of our community outreach arm</li> <li>• Provide community outreach personnel to handle communications, web, social media, video production, translation, advertising, and publication</li> <li>• Provide meaningful community support and events for family education, including language and GED completion</li> </ul>

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	<ul style="list-style-type: none"> <li>• Strengthen teacher-family interactions through stronger PTSA association</li> <li>• Increase clerical staff by 2 29 hour per week clerical positions to help provide community outreach and additional opportunities to interact with the school in their home language.</li> <li>• Conduct student rewards and recognition with light snacks provided</li> <li>• Conduct a formal student reward and recognition night at the end of the year with dinner provided</li> <li>• Secure training for school administration focused on urban school leadership and PLC leadership</li> <li>• Provide a Student Achievement Advocate to support and advocate for all students with an emphasis on the Freshman Academy.</li> <li>• Provide opportunity to offer activities to encourage attendance to a Freshman orientation</li> <li>• Support counselors to offer off hour meeting times with students to discuss CCRPs with parents in attendance</li> <li>• Provide instructional aides to mentor students and provide positive academic support</li> <li>• Provide support to assist teachers, counselors, and administrators to attend academic conferences. This includes travel, lodging, and registration fees.</li> </ul>
Scientifically Based Research Support	<p>“Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students. Partnerships can improve school programs and school climate, provide family services and support, increase parents’ skills and leadership, connect families with others in the school and in the community, and help teachers with their work. As educators view students as children, they are likely to see both the family and the community as partners with their school in children’s education and development. However, the main reason to create such partnerships is to help all children succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work” (Epstein, 2006).</p> <p>Based on a study of 126 Utah schools, assessments “of school, teacher, and curricular variables; community risk and resiliency, and specific instructional practices...explain 74% of the variance of academic achievement” (West, 2012).</p>
Expected Impact in Core Academic Areas  (How will success	<ul style="list-style-type: none"> <li>• School climate survey results will reflect stronger family/school connections</li> <li>• Number of participants in family events will rise</li> <li>• Increase in parent/guardian participation in education to support students.</li> <li>• Increase in parent/family participation involvement in the planning and implementation of school events</li> </ul>

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be measured on an annual basis?)	<ul style="list-style-type: none"> <li>• Increased number of students on track for graduation after Freshman year</li> <li>• Increased cohesion and focus for teachers and students participating in Freshman Academy</li> <li>• Increase in parent/guardian participation in CCRPs by being present or by phone</li> </ul>												
Professional Development to Support Strategies	<ul style="list-style-type: none"> <li>• Community council training</li> <li>• PTSA open house and trainings for opportunities to be involved</li> <li>• Provide scripted phone calls to parents to support positive behavior</li> </ul>												
Timeline	<ul style="list-style-type: none"> <li>• Provide community outreach personnel (both student and adult) to handle communications, web, social media, video production, translation, advertising, and publication</li> <li>• Provide meaningful community support and events for family education, including language and GED completion</li> <li>• Strengthen teacher-family interactions through stronger PTSA association and Parent University Classes.</li> </ul> <table border="1"> <tr> <td>Prior to July 2020</td> <td>Select student leaders for training opportunity Plan for success in registration/customer service</td> </tr> <tr> <td>July 2020</td> <td>Train student leaders in effective communication and decision making skills in Logan, UT Work with Student Achievement Advocate to plan Freshman back to school events</td> </tr> <tr> <td>August 2020</td> <td>Promote PTSA/Community Council elections and participation at registration events Parent back to school kickoff event Professional development in Administrative Intervention</td> </tr> <tr> <td>September 2020</td> <td>Hold SCC elections PTSA – Parent Teacher Conferences SCC/Student Leadership monthly meeting Enroll for Parent University</td> </tr> <tr> <td>October 2020</td> <td>SCC/Student Leadership monthly meeting Evening CCRPs Parent Outreach Hold Parent University classes</td> </tr> <tr> <td>November 2020</td> <td>SCC/Student Leadership monthly meeting Evening CCRPs</td> </tr> </table>	Prior to July 2020	Select student leaders for training opportunity Plan for success in registration/customer service	July 2020	Train student leaders in effective communication and decision making skills in Logan, UT Work with Student Achievement Advocate to plan Freshman back to school events	August 2020	Promote PTSA/Community Council elections and participation at registration events Parent back to school kickoff event Professional development in Administrative Intervention	September 2020	Hold SCC elections PTSA – Parent Teacher Conferences SCC/Student Leadership monthly meeting Enroll for Parent University	October 2020	SCC/Student Leadership monthly meeting Evening CCRPs Parent Outreach Hold Parent University classes	November 2020	SCC/Student Leadership monthly meeting Evening CCRPs
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	Parent Outreach Hold Parent University Classes
December 2020	SCC/Student Leadership monthly meeting Parent Outreach Evening CCRPs
January 2021	Family night (in coordination with the arts festival) SCC/Student Leadership monthly meeting Freshman Academy Celebration
February 2021	PTSA – Parent Teacher Conferences/College/FAFSA night SCC/Student Leadership monthly meeting ISQ Survey #2
March 2021	Family night (in coordination with STEM fair) SCC/Student Leadership monthly meeting 2014-2015 LAND Trust plan meeting and submission
April 2021	SCC monthly meeting Parent Outreach
May 2021	Family night (in coordination with CTE fair/art show) SCC/Student Leadership monthly meeting PTSA – Senior breakout Freshman Academy Celebration
Responsible Parties	<ul style="list-style-type: none"> <li>• PTSA leadership</li> <li>• Community Council</li> <li>• School leadership</li> <li>• Student leadership</li> <li>• Alumni association</li> <li>• Student Achievement Advocate</li> <li>• Literacy Coaches</li> <li>• Counselors</li> </ul>

<b>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b>	
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> <li>• Administration will provide regular data reporting</li> <li>• Executive team (School leadership, PLC leaders, and PLS) will hold monthly monitoring meetings centered on school improvement goals.</li> <li>• Community council/PTSA – In each Community Council meeting, the council will have access to data for discussion.</li> <li>• Student Achievement Advocate will provide data reporting on Freshman class and other classes</li> <li>• Counselors will report the % of parents engaging in CCRPs</li> <li>• Guiding Coalition consisting of all faculty members</li> <li>• Family and community involvement, Social/Emotional Learning, PBG Logistics, Teacher Morale, Academic Intervention, Academic Achievement, Lancer Pride, English Language Learning, Attendance</li> </ul>

### 3. Activities to Ensure Mastery

*ESEA 1114 (b)(1)(7)(iii)*

A schoolwide plan upgrades the entire school program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out.

Mental Health Support at the school	<ul style="list-style-type: none"> <li>• Counselors will hold individual CCRP meetings with every student.</li> <li>• Teachers will use the referral process to address student needs</li> <li>• Weekly collaboration with the administrators, counselors, social worker, Special Education members, etc. to address referred students</li> <li>• Immediate attention and parental contact regarding special or abrupt concerns with students in need of assistance.</li> </ul>
Specialized Instructional Support	<ul style="list-style-type: none"> <li>• Teachers will identify students who are struggling with the curriculum through the administration of common formative assessments that are based on state core standards and district pacing guides. These assessments will be graded by the classroom teacher and the data will be</li> </ul>

	<p>aggregated and put into usable form by the PLC leader for the particular curricular area.</p> <ul style="list-style-type: none"> <li>• Interventions will be created by teachers, during their Monday PLC time. Interventions will be developed that allow students to immediately have additional time to practice during regular class time. The types and intensity of interventions will be based on the individual student, teacher, subject, and standard.</li> <li>• At the end of each intervention, students will be allowed another opportunity to take the formative assessment that identified them as struggling. If the intervention shows no significant gains in student learning, it will be modified or eliminated. Again, the data on interventions will be crunched and put into usable format by the PLC leader for the curricular area.</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>• Mentoring for students occurs in Freshman Academy classes. This is for all incoming Freshmen throughout their first year.</li> <li>• Teachers, administrators, counselors, paraeducators, and other adults in the building will identify at least one upperclassman student to mentor throughout the year.</li> </ul>
CCRP – Counseling	<ul style="list-style-type: none"> <li>• Counselors will hold individual CCRP meetings with every student.</li> <li>• CCRPs consist of future planning, student wellness checks, academic information, academic checks, and career planning.</li> </ul>
Early Interventions, 504s, Special Education	<ul style="list-style-type: none"> <li>• All special education referrals are investigated. Students are given interventions, testing, and assistance. The special education process is followed to ensure students are not lost in the identification process.</li> <li>• Current Special Education students all participate in a school directed IEP to ensure the needs of the students are being met.</li> <li>• 504s are reviewed annually. Students eligible for 504s receive them.</li> <li>• Teachers, social workers, and other concerned parties will all be made aware of students' 504 and IEP needs</li> </ul>
Recruitment and retention of effective teachers	<p>Licensed teachers and educators hired by Principals of Granite School District's Title 1 schools will receive a stipend of \$1000 to support service to disadvantaged students.</p> <ul style="list-style-type: none"> <li>• The stipend is an <i>automatic</i> incentive to licensed educators in Title 1 schools identified as needing improvement. Educators in these schools have additional job expectations arising from their School Improvement Plan.</li> </ul>

	<ul style="list-style-type: none"> <li>• The stipend is <i>available</i> to licensed educators in other Title 1 schools contingent upon their completion of professional development in support of the School Student Achievement Plan to enhance the quality of instruction.</li> <li>• Train new PLC Leaders in institute at Learning Tree conference, September 2020</li> <li>• Provide mentorship for all new teachers to teaching and new teachers to Granger</li> <li>• Train all teachers in regards to expectations for meaningful participation in PLCs in June and August 2020 and revisit in professional development during school year</li> <li>• Train all teachers in data interpretation during back-to-school teacher professional development</li> <li>• Support teacher who pursue ESL endorsement throughout the entire year</li> <li>• Provide PLC determined professional development needs throughout the year</li> <li>• Provide AI training to all school personnel at back-to-school teacher professional development and then periodically throughout the year.</li> <li>• Provide training on best-practices in the classroom</li> <li>• Support Freshman Academy teachers with resources</li> <li>• Promote teachers and the school through PBIS and successful behavior interventions</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Train PLC Leaders in institute-style training</li> <li>• Train all teachers in meaningful participation during a special Professional Developments throughout the year, using teacher leaders facilitate time for teacher development</li> <li>• Train all teachers in data interpretation</li> <li>• Train teachers in home visits.</li> <li>• Support teachers who pursue ESL endorsements</li> <li>• Provide support for PLC determined professional development needs</li> <li>• Provide training in <u>administrative intervention (AI)</u> to all school personnel</li> <li>• Work with instructional coaches and student achievement advocate to promote metacognition and other professional development goals</li> </ul>

#### 4. Coordination and Integration

ESEA 1114 (b)(7)(B)

The schoolwide Title I plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will leverage under the plan. If the school is in improvement under State Turnaround or Title I, ensure the plan addresses school improvement efforts and any additional school improvement funds received.

Professional Development	<ul style="list-style-type: none"><li>• Train PLC Leaders in institute-style training</li><li>• Train all teachers in meaningful participation during special Professional developments throughout the year, using substitute teachers to facilitate time for teacher development</li><li>• Train all teachers in data interpretation</li><li>• Train teachers in home visits.</li><li>• Support teachers who pursue ESL endorsements</li><li>• Provide support for PLC determined professional development needs</li><li>• Provide training in <u>administrative intervention (AI)</u> to all school personnel</li><li>• Work with instructional coaches and student achievement advocate to promote metacognition and other professional development goals</li></ul>
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Scientifically Based Research Support	<p>Teachers are more likely to change instructional practices, gain greater subject knowledge and improve teaching skills when collaboration links directly to daily experiences and aligns with standards and assessments. The more time spent on PD practices, the more likely a teacher is to change their practice and participating in PLCs optimizes time spent on PD.</p> <p>Effective evaluation of professional development or collaboration includes an examination of actual classroom practices, the training's impact on teacher behavior and its effect on student learning.</p> <p>(Wong, 2003)</p>
Expected Impact in Core Academic Areas	<ul style="list-style-type: none"> <li>• All measured core area scores increase, by at least 5-10% from previous year</li> <li>• Decrease failing grades by 5% from previous year</li> <li>• Decrease absences in classes by 10% from previous year</li> <li>• 100% of teachers know where 100% of their students are, with respect to their progress toward the core</li> </ul>
Budget and Funding Sources	Title One Budget
Timeline	<ul style="list-style-type: none"> <li>• Train new PLC Leaders in institute at Granger, July 2020</li> <li>• Train all teachers in regards to expectations for meaningful participation in PLCs in June and August 2020 and revisit in professional development during school year</li> <li>• Train all teachers in data interpretation during back-to-school teacher professional development</li> <li>• Support teacher who pursue ESL endorsement throughout the entire year</li> <li>• Provide PLC determined professional development needs throughout the year</li> <li>• Provide AI training to all school personnel at back-to-school teacher professional development and then periodically throughout the year.</li> <li>• Provide training on best-practices in the classroom</li> <li>• Support Freshman Academy</li> </ul>
Responsible Parties	<p><u>Administration</u> – Prepare and deliver all PLC and data analysis training</p> <p><u>Teachers</u> – In PLCs, determine and research professional development needed for their PLC</p> <p><u>Teachers</u> – Sign up and pursue ESL endorsements</p> <p><u>Administration and PLS</u> – Determine PD needs for best classroom practices, develop or research possible training, and implement or execute the trainings</p> <p><u>Literacy Coaches</u> – Prepare and deliver PD needs based on department needs</p> <p><u>Student Achievement Advocate</u> – Support and lead Freshman Academy teachers and students to support positive academic behavior</p>

