

21-22 NTHS School-wide Plan Election (for SWP Title 1 schools)

1. The Comprehensive Needs Assessment

North Tahoe High School completes a Comprehensive Needs Assessment based on the WASC Self-Study format every year. All stakeholders including teachers, classified, administration, students, SSC, ELAC, and parents participate in discussion and analysis of student achievement and how the program offering best meets the needs of all students. Student data is analyzed from the following sources: CAASPP, ELPAC, AP, SAT/ACT, discipline data, attendance data, STAR reading & math reports, demographic data, information from SARC, and local assessments such as information included in Report Cards. Parents complete a survey of school programs. PTO, the school leadership team, ELAC, and School Site Council review the student performance data and provide input. Community members provide input through school meetings and the annual parent survey. Specific findings from the Comprehensive Needs Assessment can be found in the SPSA

2. Schoolwide Reform Strategy

Increase and improve schoolwide support systems for all students, with a focus on students who are not yet proficient, second language students, economically disadvantaged students, special needs students, and GATE students.

A. RTI Enrichment and Intervention

- Provide intervention and enrichment during the school day, including peer tutoring
- Create Individual Learning Plans (ILP) for each student
- Create Student Study Teams for students who are not experiencing success with Levels 1 and 2 RTI support
- Use ILPs and one-on-one counseling to support student achievement

Individual meetings with D/F students to create success plan - Intervention Team

B. Provide Targeted Tutoring

- RTI periods
- Saturday School

C. Pathways Instruction

- Use ILPs and goal setting to guide students in academic choices
- Advertise and monitor community service
- Improve communication/link between Student Leadership/ASB and study body

- Monitor student's academic achievement and check in with students about their progress and needs
- Support a continuously improving school climate and respect on campus with presentations, discussions, and assemblies
- Include Socio-Emotional Learning lessons in the regular Pathways curriculum
- Refine Advisory curriculum by Grade Level Advisory Committees with 9th and 10th grade focusing on study skills and 11th and 12th grade focusing on post-secondary and career exploration
- Support student participation in student activities and athletics

D. Research and evaluate the course offerings at NTHS to meet the needs of all students.

- Continuously study and evaluate options for expanding CTE courses
- Analyze elective offerings to meet the needs of all students
- Maintain and continue development of honors and AP courses
 - Maintain and continue to develop appropriate ELD and support courses
- Analyze and promote completion of UC A-G requirements
- Continue to assess learning alternatives for students to accommodate remediation, credit recovery, and acceleration needs
 - Ensure access to core curriculum for all students and access to intensive accelerated instruction for students below grade level

E. Improve and align instructional and assessment strategies to ensure that all students meet the standards.

- All teachers will be members of site based and district PLCs to:
- Ensure the scope and sequence of courses are aligned and implemented for each course school and district wide
- Analyze assessment data and use data to inform instruction
- Create methods for re-teaching for students who have not met standard
- Identify students in need of intervention
- Create and implement formative and benchmark assessments linked to standards in PLCs
- Create and implement alternative methods for students to show they have mastered the standards (especially as designated in IEPs)
 - Research, implement, and share effective instructional strategies in PLCs and schoolwide
 - Research, share, and implement effective instructional strategies and continue to work on incorporating them in instruction
- Teach the adopted curriculum with fidelity

F. Increase the effectiveness of the EL instructional program by implementing and monitoring ELD strategies to move all students toward mastery of academic English and content area proficiency

- EL Coordinator will share EL strategies at staff collaboration
- EL Coordinator monitor EL achievement
- EL Coordinator and administration will help implement EL ILPs
- EL Coordinator will monitor and re-classify students as they become proficient
- Bilingual Aide will support ELs in core classes

3. Instruction by High Quality Teachers

North Tahoe High School has hired highly qualified teachers for 100% of its positions. (Refer to SARC for additional information)

4. Professional Development

- A. Provide time for teachers to collaborate on campus and district-wide in content area PLCs
- B. Provide time for reciprocal training and formal staff development in current best practice
- C. Provide training in and support for EL strategies
- D. Provide training in and support for Marzano's strategies
- E. Increase teacher capacity with the use of data to inform instruction
- F. Provide subject specific training whenever possible, especially for AP courses
- G. Provide on-going support for effective grading and assessment practices, especially related to grading on a 4 point scale

5. Attracting High-Quality Teacher

- A. North Tahoe High School attracts high-quality teachers through a centralized job posting and interview process in conjunction with the district office
- B. The thorough screening process provided by the district Human Resources Department in conjunction with site personnel permits interviewing of solely highly qualified teachers.

6. Parent Involvement

- A. Work with SSC, NTPTO, Boosters, Fan Club, and ELAC/Grit to monitor, supplement, and enrich programs
- B. Communicate with parents via newsletter, robo-call, email, Facebook, web page, and local newspaper
- C. Hold parent information nights to keep community informed of school program, events, and changes
- D. Provide recordings of information sessions to increase access
- E. Hold regularly scheduled and publicized ELAC, SSC, and NTPTO meetings
- F. Train parents how to access student grades and attendance on AERIES
- G. Recruit parent volunteers for tutoring, classroom, events, activities, athletic assistance (Refer to SARC for additional information)

7. Transitions

- A. Provide 9th Grade Orientation for students before the end of the 8th grade year
- B. Provide orientation before school begins in August

- C. Provide information nights for parents of all incoming students
- D. Implement transition programs such as Link Crew
- E. Collaborate with NTS staff regarding the 8th to 9th grade transition

8. Teacher Decision-Making

- A. Honor the School Leadership team's vision and decisions
- B. Provide time and honor norms for staff to refine Professional Learning Community (PLC). Collaborative site teams to analyze data, engage in collective inquiry, and monitor results to improve instructional practice (see 2A)
- C. Provide time and honor norms for staff to continue Committee work toward school goals
- D. Articulate among grade levels and support staff to improve communication and support for student learning (Refer to SARC for additional information)

9. Safety Net (additional assistance for students not meeting standards)

- A. Utilize intervention strategies within the classroom, during the RTI period, with support staff, and in after school tutoring
- B. Utilize differentiated instruction
- C. Allow students to retake assessments until they can show proficiency
- D. Explore online resources to allow for both acceleration and remediation
- E. Hold Student Support Team meetings to develop interventions for struggling students
- F. Establish an intervention team, to meet and divide students with multiple D/Fs at each progress report and meet with students to make an academic success plan
- G. Refer students in need of therapy but with little outside access to school based therapy whenever possible
- H. Establish interventions including support classes to address the needs of students scoring below proficient
(Refer to SARC for additional information)

10. Coordination and Integration (federal, state and local programs and services) ordination and Integration (federal, state and local programs and services)

- A. Have Site Council plan and approve all expenditures
- B. Monitor purchase orders, Applications to Attend, and Expense Claims for compliance
- C. Review allowable categorical expenditures and monitor these expenditures and all carryovers
- D. Work with NTPTO and ELAC to supplement and enrich programs (Refer to SARC for additional information)