Tokata Learning Center
2018-19 School Improvement Plan

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☐	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, OR set a locally determined measure & goal. ☐	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, OR set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☑
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Centrury*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Grow	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☐	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition matrix is used to calculate results. ☐	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

Why this focus area? (How does your needs assessment lead to this conclusion?) Root Cause Analysis completed?

☐ Root Cause Analysis complete?

note - root cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control.

> This is why... our needs assessment showed...
> Action Steps:
> CLP Advisories with staff progress monitoring attendance and academic progress to provide timely interventions to keep students on track for graduation.
> Implement restorative / personalized learning practices to increase student engagement and sense of community and independence.
> Create a drop out coaching process to ensure students leaving the system have alternative academic options

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

> **Goal/Objective (SMART):** GRADUATION GOAL
>
> Reduce the TLC yearly drop out rate to 6% or less of total enrolled students each year, including the Recovery Program (GED/Job Corps not counted at drop out code)
>
> **Current Reality (baseline):**
>
> 14 students out of 137 TLC students left the system in 2017-18 as coded drop outs. 2 claimed to get their GED - 10.2%

What interim or formative measures can track progress?

Quarter 1 Drop Out Rate less than 2.5% (2 students)

Quarter 2 Drop Out Rate less than 2.5% (2 students)

Quarter 3 Drop Out Rate less than 2.5% (2 students)

Quarter 4 Drop Out Rate less than 2.5% (2 students)

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

[Action Planning Form]

Quarter 1
- ☑ item 1 - CLP Progress Monitoring Training/Implmentation
- ☑ item 2 - I-Team Intervention Training/Implmentation
- ☑ item 3 - Drop Out Coaching Implmentation

Quarter 2
- ☐ item 1 - CLP Progress Monitoring Training/Implmentation
- ☐ item 2 - I-Team Intervention Training/Implmentation
- ☐ item 3 - Drop Out Coaching Implmentation

Quarter 3
- ☐ item 1 - CLP Progress Monitoring Training/Implmentation
- ☐ item 2 - I-Team Intervention Training/Implmentation
- ☐ item 3 - Drop Out Coaching Implmentation

Quarter 4
- ☐ item 1 - CLP Progress Monitoring Training/Implmentation
- ☐ item 2 - I-Team Intervention Training/Implmentation
- ☐ item 3 - Drop Out Coaching Implmentation

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> Our student credit completion rate dipped to approximately 50% in 2017-18 which widens the credit gap and reduces the TLC graduation rate.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART):
Students at the TLC will complete an average of 70% of their scheduled credits each quarter (2.8 credits).

Current Reality (baseline): Students earned an average of 56% of their credits over the course of the 2017-18 school year. During the 4th quarter of 2017-18 students earned an average of 65% of their total credits.

What interim or formative measures can track progress?

Quarter 1 - Week 2 Progress Report, Week 4 Progress Report, Week 6 Progress Report, Final Grades Report

Quarter 2 - Week 2 Progress Report, Week 4 Progress Report, Week 6 Progress Report, Final Grades Report

Quarter 3 - Week 2 Progress Report, Week 4 Progress Report, Week 6 Progress Report, Final Grades Report

Quarter 4 - Week 2 Progress Report, Week 4 Progress Report, Week 6 Progress Report, Final Grades Report

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

Action Planning Form

Quarter 1
- ☑ item 1 - CLP Progress Monitoring and I TeamTraining/Implmentation
- ☑ item 2 - Implement hybrid course structures + modify personalized learning practices
- ☑ item 3 - Implement community building circles

Quarter 2
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- ☐ item 2 - Implement hybrid course structures + modify personalized learning practices
- ☐ item 3 - Implement community building circles

Quarter 3
- ☐ item 1 - CLP Progress Monitoring and I TeamTraining/Implmentation
- ☐ item 2 - Implement hybrid course structures + modify personalized learning practices
- ☐ item 3 - Implement community building circles

Quarter 4
- ☐ item 1 - CLP Progress Monitoring and I TeamTraining/Implmentation
- ☐ item 2 - Implement hybrid course structures + modify personalized learning practices
- ☐ item 3 - Implement community building circles

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> A positive, support school climate founded on restorative practices is necessary for the TLC to meet its vision.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Sustain a positive school culture FOR all students as determined by quarterly student surveys measuring levels of engagement, autonomy, belongingness, goal orientation, and academic press. A positive school culture will be evidenced by an aggregate average survey score greater than 4.2

Current Reality (baseline): Current baseline - 4.0 Aggregrate

Engagement	3.6	3.8	3.92
Academic Expectations	4.3	4.5	4.41
Intrinsic Goal Orientation	4	4.2	4.17
Belongingness	4	4.2	4.18
Autonomy	4	4.3	4.27

What interim or formative measures can track progress?

Quarter 1 - Hope Survey

Quarter 2 - Hope Survey

Quarter 3 - Hope Survey

Quarter 4 - Hope Survey

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

[Action Planning Form]

Quarter 1
- ☑ Implement Community Building Circles
- ☑ Implement CLP/Advisory Progress Monitoring System
- ☐

Quarter 2
- ☐ Implement Community Building Circles
- ☐ Implement CLP/Advisory Progress Monitoring System
- ☐ item 3

Quarter 3
- ☐ Implement Community Building Circles
- ☐ Implement CLP/Advisory Progress Monitoring System
- ☐

Quarter 4
- ☐ Implement Community Building Circles
- ☐ Implement CLP/Advisory Progress Monitoring System
- ☐ item 3