

Graduation Rate Improvement Plan (GRIP)



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School Leadership and Districtwide Diagnostics	Family and Community Relationships	Student-Educator Learning Supports	Effective Instruction and Targeted Interventions
<p>1.1 Shared Vision. The district’s vision is that all students will learn and grow resources and strategies aligned to accelerate growth for students behind grade level or otherwise not on track for graduation.</p> <p>1.2 School Leadership. Highly effective leadership provides clarity of purpose and strategic planning, leads collective inquiry into best practice and current reality, is action orientated, focuses on results, and builds strong leaders who empower others.</p> <p>1.3 Systematic Renewal. Long-range planning is implemented by evaluating short-term and annual goals and objectives related to school policies, practices and organizational structures as they impact diverse and at-risk learners.</p> <p>1.4 Data Analysis and Early Warning Systems. District data sources inform and guide action. The district identifies and utilizes available district and school data to identify at-risk students in need of additional supports, services and opportunities to successfully complete academics and school completion (i.e. data-driven decision-making process is in place). Useful and properly mined data informs staff about the gaps between desired outcomes and the reality of the results, and this knowledge results in changes in practice.</p> <p>1.5 Professional Development. Training and technical assistance is provided to build the capacity of all educators. The district provides opportunities for staff to expand their knowledge, learn new skills and improve current skills and strategies needed to meet the at-risk, unique, and diverse needs of district students. Professional development pertains here to signs of risk and what to look for.</p>	<p>2.1 Family Perspective and Engagement. The district engages families in the district’s daily activities, programs, opportunities and improvement planning, where information is both gathered and shared. The district connects with families without computers or who do not speak English, i.e. we reach out to and communicate with all families.</p> <p>2.2 School-Community Collaboration. The district has identified existing community partnerships and determined which need to be established or strengthened.</p> <p>2.3 Student and Family Characteristics. School staff understand the child’s personal and family characteristics that may impact successful school participation and completion and give educators a better understanding the child’s learning difficulties.</p>	<p>3.1 Mentoring. The district provides mentoring in a one-to-one caring, supportive mentor-mentee relationship that is based on trust.</p> <p>3.2 Tutoring and Academic Support. The district provides formal tutoring, also provided as one-to-one or small group activities, which focuses on academics.</p>	<p>4.1 Personalized Learning Environments. The district creates personalized learning environments and a sense of belonging that fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.</p> <p>4.2 Rigorous and Relevant Instruction. The district provides rigorous and relevant instruction that better engages students in learning and provides the skills needed to graduate and to serve them after they leave school.</p> <p>4.3 Classroom Behavior and Social Skills Proficiency. Staff teaches strategies and implement programs that improve students’ classroom behavior and social skills.</p>

