



Graduation Rate Improvement Plan (GRIP)

1. School Leadership and Districtwide Diagnostics

School Leadership – PEFA* Task Force Beliefs

- *The school community sets high expectations for all students, fosters a sense of belonging, infuses instruction with culturally relevant practices, and celebrates individual as well as group achievements.*
- *Highly effective school and instructional leaders close race-based achievement gaps by empowering students of color to become actively engaged in their own learning. Students, staff, and families, who are supported and motivated by one another, form a community that embraces cultural differences and allows members to express themselves openly.*

Districtwide Diagnostics - Data Analysis and Early Warning Systems. States, districts and schools have developed comprehensive, longitudinal, student level databases that, at a minimum, include data on student absences, grade retention, and low academic achievement, e.g. *an Early Warning System*. Data should be reviewed regularly, with a particular emphasis before the transitions to middle school and high school. Data systems support a realistic diagnosis of the number of students who dropout and help identify individual students at-high risk of dropping out. A well-implemented early warning system can help educators and others identify students at-risk of dropping out and assign and monitor interventions to keep them on track for graduation and increasing local and state graduation rates.

School Leadership and Districtwide Diagnostics Ratings and Planning		Rating	Add to Plan
+	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.	4 ▾	<input checked="" type="checkbox"/>
+	1.2 School Leadership. 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.	3 ▾	<input type="checkbox"/>
+	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.	2 ▾	<input type="checkbox"/>
+	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.	2 ▾	<input type="checkbox"/>
+	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.	4 ▾	<input type="checkbox"/>
Score		15/5	3.00

2. Family and Community Relationships

Family and Community Relationships – PEFA* Task Force Beliefs

- *Schools are strengthened by a diverse community in which to live, work, and grow—we choose diverse schools.*
- *We believe new and different ways of engaging families based on mutual trust and respect are required because our schools belong to all.*
- *When we engage culturally and linguistically diverse families and communities, we feel we are making a difference because we are actively seeking out diverse families as partners who have valuable contributions to make toward the success of their children.*

Student and Family Characteristics. Understanding the child’s personal or family characteristics that may impact successful school participation and completion will give educators a better understanding the child’s learning difficulties. Once the teacher is aware and acknowledges the impact of these characteristics, he or she will have more patience with the student and tools to create a safe, personalized learning environment that results in helping students feel secure and included when learning is taking place.

Family Engagement. Research consistently finds that family engagement has a direct, positive effect on children’s achievement and is the most accurate predictor of a student’s success in school. When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve.

Community Relationships. When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve.

Family and Community Relationships Ratings and Planning		Rating	Add to Plan
+	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.	1 ▾	<input checked="" type="checkbox"/>
+	2.2 School-Community Collaboration. The district has identified existing community partnerships and determined which need to be established or strengthened.	2 ▾	<input type="checkbox"/>
+	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.	1 ▾	<input type="checkbox"/>
Score		4/3	1.33

3. Student-Educator Learning Supports

Student-Educator Learning Supports – PEFA* Task Force Beliefs

- Positive student-teacher relationships start with a safe, trusting, culturally responsive environment in which both students and teachers are empowered to have open conversations, share personal information, and create authentic connections to foster long-term relationships beyond the classroom.
- Open conversations about race, ethnicity, disabilities, and culture should be intentional, and other modes of cultural competence should be infused into the classroom.
- We create a safe space to hear students' experiences and voices and that builds trust.

Mentoring. Mentoring is the practiced art of developing and maintaining positive and helpful human relationships. Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust, and is an effective strategy for working with youth in at-risk situations and in need of role models and a positive support system.

Tutoring and Academic Support. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies. *Additional academic support and enrichment improves academic performance.* These activities should be implemented in conjunction with other recommendations that serve youth in at-risk situations that are part of the district's comprehensive dropout prevention program.

Student-Educator Learning Supports Ratings and Planning		Rating	Add to Plan
+	3.1 Mentoring. The district provides mentoring in a one-to-one caring, supportive mentor-mentee relationship that is based on trust.	-	<input type="checkbox"/>
+	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.	-	<input type="checkbox"/>
Score		0/2	0.00

4. Effective Instruction and Targeted Interventions

Effective Instruction and Targeted Interventions – PEFA* Task Force Beliefs

- We honor cultural backgrounds, acknowledge similarities, and provide diverse perspectives and multiple modalities for learning.
- In our culturally responsive learning environments, students of color are valued, respected, and accepted as individuals.
- Students of color are provided equal access to a rigorous curriculum.
- We are critically aware of our own cultural identity and the ways it permeates our world views. We draw from the students' cultural backgrounds and experiences to connect to the curriculum.
- The classroom environment empowers students to take risks.

Personalized Learning Environments. A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. "Environment" includes **school and classroom strategies working together** to create a safe and inclusive environment that is welcoming to both students and families. *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.*

Rigorous and Relevant Instruction. Rigorous and relevant instruction better engages students in learning and provides the skills needed to graduate and to serve them after they leave school. Engagement can be increased by providing students with the necessary skills to complete high school and by introducing students to postsecondary options. Technology courses offer some of the best opportunities for delivering instruction, while engaging students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Effective Instruction and Targeted Interventions Ratings and Planning		Rating	Add to Plan
+	4.1 Personalized Learning Environments. The district creates a personalized learning environment 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. <i>"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."</i>	-	<input type="checkbox"/>
+	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.	-	<input type="checkbox"/>
+	4.3 Classroom Behavior and Social Skills Proficiency. Staff teaches strategies and implement programs that improve students' classroom behavior and social skills.	-	<input type="checkbox"/>
Score		0/3	0.00

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