# 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."*

*"We made a commitment as educators when we walked into our classrooms for the first time that we will reach every kid in our classroom. We didn't make a commitment to reach 75% of the students."*
-Dr. Demond Means, Superintendent, Mequon-Thiensville School District

**Vision.** Agreed upon statements that provide a clear purpose and goal for meeting; describes the mutual benefit for all members, youth and families. Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005).

**Shared Leadership.** Highly effective leadership also 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. (DuFour, DuFour, Eaker, & Karnahek, 2006). One consistent finding in the research is the importance of well-structured opportunities for collaboration that allow school leaders to work in closer partnership with their teachers and students to establish sustained, continuous improvement systems rooted in ongoing data analysis. (Chenoweth, 2009). Many strong leaders know how to have "courageous conversations" about race and culture as they lead to close the achievement gaps. (Annie E. Casey Foundation, 2014; Schumann, Zaki, & Dweck, in press; Singleton & Linton, 2005)

**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. | | |
| **–** | **1.1 Shared Vision and School Leadership Activities** | | Add to Plan |
| 1) | The district vision states that **all students will learn and grow.** The vision equally includes sub-populations, such as students with disabilities, those at-risk of dropping out of school prior to graduation, and English Language Learners. | | |
| 2) | The district vision is a **written** document that clearly states its values and is readily available and **visible** to staff and the public. The vision is displayed in the languages that are represented in your district. | | |
| 3) | The district vision is **shared with parents** at the beginning of the annual IEP meeting or sent home with the other annual special education notices provided to families and is provided in the family's primary language. This can be in any media format, e.g. audio Power Point, flyer, brochure. | | |
| 4) | The district includes **multiple perspectives** and **community input** in developing and revising vision statements. Administrators take a lead role in obtaining and including contributions to the vision from a variety of stakeholders, including principals, special education leadership, teachers and families. Families included in this work are representative of all student sub-groups and demographics. **Review PEFA e-Course Module One:** Understanding Race in Education. | | |
| 5) | **Explore**. The district/school selects this activity to explore additional vision and shared vision activities not included above or unique to our district demographics. For example, time to identify district mission or goals, work on a specific shared leadership program, or review district policies related to this topic. | | |

| | | | | Add to Plan |
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| **+** | 12 | **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. | | |
| **–** | 1.2 | **School Leadership Activities** | | **Add to Plan** |
| | 1) | **Shared Leadership** is present at the district and school level. Leadership capacity and expertise among all members of the school community is developed. Leadership is distributed throughout the school. **Muhammad, A. & Hollie, S. (2011) "The will to lead, the skill to teach: transforming schools at every level." Chapter 5, pgs 57-74).** | | |
| | 2) | Principals/Special Education Leadership encourage special education, at-risk and instructional staff **to lead change** from their classrooms by encouraging educators to ask questions and empower them to identify solutions. Principals/Special Education Leadership encourage shared (successive) leadership by providing individual support, challenging teachers to examine their own practices, and securing models of best practice. | | |
| | 3) | Principals/Special Education Leadership influences our schools to operate as **professional learning communities (PLC)**, where administrators and educators are on the same team, working towards identifying effective solutions (e.g. strategies, tools, changes/additions in instructional strategies, etc.). The work of the PLC is integrated into the entire school culture. | | |
| | 4) | **Explore.** The district/school selects this activity to explore additional leadership activities not included above or unique to our district demographics. For example, time to identify district mission or goals, work on a specific shared leadership program, or review district policies related to this topic. | | |

| | | | | Add to Plan |
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| **+** | 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. | | |
| **–** | 1.3 | **Systematic Renewal Activities.** | | **Add to Plan** |
| | 1) | The district has a **continuing process** of long-range planning by evaluating school short-term and annual goals and objectives related to school policies, practices and organizational structures as they **impact diverse and at-risk learners and students with disabilities.** | | |
| | 2) | The district routinely **evaluates school short-term and annual goals and objectives**, as they impact diverse and at-risk learners and students with disabilities. Learning goals are **measurable**, are based on a review of **evidence**, and are focused on long-term outcomes rather than short-term returns. | | |
| | 3) | Principals/Special Education Leadership gather information that determines **how well a school is meeting goals** and uses that information to **refine** strategies designed to meet or extend the goals. Special education, at-risk and school staff engage in a constant state of analysis, reflection, and refinement. | | |
| | 4) | School **policies, practices and organizational structures**, as they impact diverse and at-risk learners and students with disabilities, are updated routinely to ensure that allocation of district resources and staffing is equitable and policies on attendance, discipline and alternatives to discipline and expulsion are effective (i.e. based on data) and up to date. **Stakeholder input** is sought and incorporated. | | |
| | 5) | **Explore.** The district/school selects this activity to explore **additional systematic renewal activities** not included above or unique to our district demographics. For example, time to identify additional district policies or practices that impact successful school completion or to identify and involve representative stakeholders who can contribute to the district's systematic renewal process. | | |

| | | | | Add to Plan |
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| + | **1.4 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. | | | |
| – | **1.4 Professional Development Activities** | | | **Add to Plan** |
| | 1) | The district encourages or provides **professional development of special education, at-risk and instructional staff** (WI RtI Center's 7 experiences) in a variety of ways, including: | | |
| | | 1) Articles (Professional Journal, On-line Resources, Briefs, Newspaper, etc.) | | |
| | | 2) Book studies | | |
| | | 3) Coaching and Modeling | | |
| | | 4) Conferences and Workshops – (e.g. Beyond Diversity) | | |
| | | 5) Guest Speakers | | |
| | | 6) Community Site Visits (Places of Business, Community Organizations and Clubs, Churches/Places of Worship, Sporting Events, Cultural Centers/Support Centers, Tribal Centers, etc.) | | |
| | | 7) School Site Visits - visiting a school that is predominantly of another culture from yours | | |
| | 2) | The district has a **professional development planning team** that is diverse, and representative of staff and community members, including diverse populations and special education, at-risk and instructional staff. | | |
| | 3) | The district has a way to assess the **professional development needs** of special education, at-risk and instructional staff that may impact the district's drop-out rate. This information is used to develop district, school, and individual programs, services, and opportunities that result in successful school completion. | | |
| | 4) | Professional development (PD) provided is on-going, structured and deliberate, and includes coaching and ample opportunities to **practice new skills** with feedback. | | |
| | 5) | **Participant Use of New Knowledge and Skills** are assessed. The district assesses whether staff who have participated in PD are incorporating what they have learned into their instructional practices. Staff identifies what further supports are needed. Assessments may include questionnaires, structured interviews, oral or written personal reflections, examination of journals or portfolios, or direct observation. | | |
| | 6) | **Student Learning Outcomes** are assessed. The district assesses the impact their professional development (PD)has on student learning and growth, and identifies further needed supports and/or PD are needed. Assessment may include classroom grades, tests, direct observation, school indexes such as drop-out rates, school attendance, student discipline and behaviors. | | |
| | 7) | **Community Outcomes** are assessed. The district/school discusses the types of **community changes and improved parental relationships** that have been observed. Assessment may include personal conversations, family membership on district committees, written surveys, phone calls and a review of Indicator 8 (Parent Involvement Survey) results. | | |
| | 8) | **Explore.** The district/school selects this activity to schedule time needed to **discuss** and determine the types of **professional development activities** the staff may need to fully understand and support School and instructional leadership, culturally responsive practices, and districtwide strategies. | | |
| | **Learn More          Add Comments** | | | |

## 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."*
- *"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."*
- *"New and different ways of engaging families based on mutual trust and respect are required because our schools belong to all."*

*"After my first year, I could see the difference. I went from thinking 'why am I here?' to feeling like I was part of a new family."*
-Rebecca Panjan, Teacher, Starbuck Middle School (Racine)

**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. | | |
| **-** | **2.1 Family Perspective and Engagement Activities** | | Add to Plan |
| 1) | The **school communicates** with all families so those without access to the internet or do not speak English or have special needs feel included and welcomed. | | |
| 2) | **Special education, at-risk and instructional staff** communicate with all families so those without access to the internet or do not speak English feel included and welcomed. | | |
| 3) | The **district** engages families in the district's daily activities, programs, opportunities and improvement planning, where information is both gathered and shared; activities that reach out and communicate with families is observed daily. Information disseminated by the district **equitably distributed** and provided in the family's native language. Special education and at-risk staff provide their reports in the family's native language | | |
| 4) | The **district collects and reviews family perspective/engagement evidence** that supports genuine and effective family engagement is occurring (which national research consistently finds has a direct, positive effect on children's achievement as the most accurate predictor of a student's success in school). Special education staff and instructional staff who work with youth at-risk review this evidence related to their students and families. | | |
| 5) | The district has a **plan to better include families** that have been determined to be less represented in the district's daily activities, programs, opportunities and improvement planning. Review DPI's Power Point: Fundamentals of Family Involvement. | | |
| 6) | The district utilizes home-school liaisons who are a consistent point of contact with parent throughout their education. | | |
| 7) | The district promotes a supportive family environment. A common strategy is ***family strengthening***. Family strengthening programs generally provide some type of education or training for parents on building parenting skills, family management, communication skills, or possible ways for parents or family members to help their child academically. Programs may also include some time for parents and children to work together to practice new skills (e.g. FAST/PreKFAST program). | | |
| 8) | **Other**. The district/school selects this activity to schedule time needed to discuss how the district gathers **family perspectives and engages families** in the district's daily activities, programs, opportunities and improvement planning, where information is both gathered and shared, and determine how classroom teachers communicate with all families. | | |
| **+** | **2.2 School-Community Collaboration**. The district has identified existing community partnerships and determined which need to be established or strengthened. | | |
| **-** | **2.2 School-Community Collaboration Activities** | | Add to Plan |
| 1) | The district can explain what **school-community collaboration** is and identifies why it is important to have these working partnerships. | | |
| 2) | **The district ensures community partners** understand why they are considered a school partner and are **actively** engaged in activities as requested and needed. Review the DPI Family and Students Overview links to | | |

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| 3) | **The district establishes partnerships are established** with businesses, community-based program providers and other agencies such as social services and child welfare, mental health, vocational rehabilitation, law enforcement, and community-based organizations. Partnership are **reflective** of the school community characteristics. | | |
| 4) | The district's identification of **existing partnerships** is reviewed on a regular basis and updated to determine which need to be established or strengthened, and to encourage on-going relationships. | | |
| 5) | **Explore.** The district/school selects this activity to schedule time needed to discuss and determine other ways to **collaborate with community members**. Who is missing in improvement planning and closing the achievement and graduation gaps and how do we include their perspectives? | | |

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| **+** | **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. | | |
| **-** | **2.3 Student and Family Characteristics Activities** | | **Add to Plan** |
| 1) | The district **acknowledges** that there are student and family characteristics that exist that can impact student's sense of security, safety, belonging and success, including achievement and graduation. | | |
| 2) | The district administrative and educational staff understand many **student and family characteristics**, as well as other characteristics specific to your district students and families. The district **discusses, researches and understands** what these characteristics mean, and identifies the characteristics that need to be addressed in the school community and classrooms. Other characteristics are added as they are or become relevant. DPI Wellness Resources on the items in orange. *"Word Swap": "Asset-Based Communication Lens: Executive Framing at https://goo.gl/KzBxFq)"*<br><br>    1) Absenteeism (Chronic)<br>    2) ADA/504<br>    3) Alcohol and Other Drug Abuse (AODA)/Tobacco Use<br>    4) Abuse/Neglect<br>    5) At-Risk/High Risk Behaviors *(word swap: underserved; historically underserved population)*<br>    6) Bullying/Bullying Prevention<br>    7) Citizenship (Birth Certificate/Social Security Card)<br>    8) Disability – Personal or Family Member<br>    9) Discipline, Suspensions or Expulsion<br>    10) English Language Learners (ELL) – *(word swap: emerging bilingual students, emerging multilingual, simultaneous bilingual)*<br>    11) Family Mobility/Housing Uncertainty/Homelessness<br>    12) Family Structure - Foster Care/Family Incarceration/Single Parent Home/Living Apart from Parent<br>    13) Food Uncertainty<br>    14) Gang Affiliation/Activity<br>    15) Health Care Uncertainty or Unmet Student or Family Needs<br>    16) Lesbian, Gay, Bisexual, Transgender (LGBT)<br>    17) Loss/Grief<br>    18) Mental Health/Suicide Prevention<br>    19) Physical Health<br>    20) Race<br>    21) Religion<br>    22) Safe Schools / Violence Prevention<br>    23) School Re-entry Due to Incarceration or Dropout<br>    24) School-Age Parent<br>    25) Socio-Economic Status/Income Uncertainty/Unemployment – *(word swap: children navigating poverty)*<br>    26) Trauma/Historical Trauma/Post Traumatic Stress (PTS)<br>    27) Other Local Issues/Areas of Concern | | |
| 3) | The school has a plan of **professional development** for special education, at-risk and instructional staff to learn the skills needed to create safe, personalized learning environments that results in successful school achievement and completion. For example, (1) learning about the relationship between discipline and support, especially as it relates to manifesting behavioral incidents and/or substance use that could signify underlying issues, and (2) training and education on confidentiality and liability issues. | | |
| 4) | School staff are aware and acknowledge the **impact of these characteristics**, demonstrate more patience with students having these personal and family characteristics, and have the resources and tools to create a safe, personalized learning environment that results in students feeling secure and included when learning is taking place. | | |
| 5) | The school provides a **safe, personalized learning environment**, and there is a way to determine this and address deficiencies. This may include a school climate survey, DPI's safe and supportive schools survey, or conversations with students, families, and staff. | | |
| 6) | **Explore.** The district/school selects this activity to schedule time needed to **discuss** and determine the **impact of additional student and family characteristics** | | |
| | **Learn More**      **Add Comments** | | |

Wisconsin Transition Improvement Grant (TIG) www.witig.org CDFA #84.027 Graduation Rate Improvement Plan (GRIP) www.wigrip.org

* = Indicates a DPI "Promoting Excellence for All" resource         January 20. 2017         Page 5 of 10

# 3. Student-Educator Learning Supports

**Student-Educator Relationships – 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."*

*"We are expected to challenge children, but it is okay for us to be challenged by them too"*
-Tricia Olander, Teacher, Notre Dame Middle School (Milwaukee)

**Mentoring.** 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 students with disabilities and youth in at-risk situations that are part of the district's comprehensive dropout prevention and special education programs.

| 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. | | |
| **−** | **3.1 Mentoring Activities** | | Add to Plan |
| 1) | The district has a **structured mentoring program** that has a clear statement of **purpose and goals**, has a recruitment and selection plan (that includes school, community and family participants), and includes a monitoring and evaluation process. Students with disabilities and youth at-risk are included in the mentoring program. There is someone assigned to facilitate the structure and success of this program | | |
| 2) | The district **selects adult mentors who are committed** to investing in the student's personal and academic success. The district keeps caseloads low and is purposeful in matching students to mentor/advocates. | | |
| 3) | The district/school **assigns adult mentors/advocates** and establishes regular meeting times in the school day or week for students to meet with the mentor and matches mentor interests with student interests and mentor strengths with student needs. | | |
| 4) | The district/school offers mentoring in a **variety of formats**, including, but not limited to, traditional one-to-one, one-to-group, and alternative mentoring such as web-based or community-based mentoring. | | |
| 5) | The district/school **communicates with mentors** about the various obstacles students may encounter and provides them with guidance and training about how to work with students, parents, or school staff to address the problems. | | |
| 6) | The district/school pairs each student in grades 8 – 12 with a "**Graduation Coach**" who meets weekly with students in a small group setting to help students **establish attainable high school academic and behavioral goals** with specific benchmarks. Students can name their "Graduation Coach". **See DPI: Individualized ACP Support, and examples from the Hudson, Edgar Unified, Menominee Indian and Waukesha North High schools.** | | |
| 7) | The district/school considers how **Peer Mentoring programs** may be beneficial to your school and look for the type of program that best meets your identified needs, e.g. Freshman Mentoring through the "Link Crew" program. | | |
| 8) | The district assesses the **effectiveness of the mentor program** and can demonstrate it is an effective strategy for working with youth in at-risk situations and in need of role models and a positive support system. The assessment is also designed to discover and correct mentor areas that need to be strengthened. | | |
| 9) | **Explore.** The district/school selects this activity to schedule time needed to **discuss** and determine the district's **use or lack of use of mentors**. If the district is not using this strategy, discuss why and determine if this is a strategy that should be implemented and what beginning steps should be taken; what internal and external supports are needed. | | |

| | | | | Add to Plan |
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| **+** | **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. | | |
| **-** | **3.2** | **Tutoring and Academic Support Activities** | | |
| | 1) | The district/school/classrooms have **developed and implemented a plan** to **identify students who display or have risk factors** These activities are implemented in conjunction with other recommendations that serve youth in at-risk situations that are part of the district's comprehensive dropout prevention program. Students with disabilities are included in this programming as needed. | | |
| | 2) | The district creates a list of those in need of additional tutoring and academic support to ensure **all students on the list** (including students with disabilities) **receive supports** that results in increased school success and completion. | | |
| | 3) | The district provides identified students **individualized instruction or small group support** in test-taking skills, study skills, and in targeted subject areas such as reading, writing, or math, as needed (RtI Tier 2/3). | | |
| | 4) | The district creates **additional learning opportunities**, including after school and summer enrichment programs that reduce information loss and inspires interests in a variety of areas. Students with disabilities are included in this programming as needed. | | |
| | 5) | The district provides extra study time and opportunities for **credit recovery** and additional **credit accumulation** through options such as after school programs, Saturday school, on-line, and summer credited courses. Students with disabilities are included in this programming as needed. | | |
| | 6) | The district provides rigorous & relevant instruction to better engage students in learning and provide the skills needed to prepare all students to graduate and be college and career ready.<br>➤ Integrate academic content with career and skill-based themes through career academies or multiple pathways models. Research indicates that providing learning opportunities that emphasize the relevance to everyday life is important – many dropouts indicate they did not see the relevance of what they were learning.<br>➤ Connect students to an attainable future through Academic & Career Plans.<br>➤ Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment | | |
| | 7) | The district provides **alternative learning environments and schooling** that offer a variety of options that can lead to graduation, paying special attention to the student's individual social needs and academic requirements for a high school diploma (e.g. school-within-a-school, alternative classroom, alternative school, or alternate format such as an internet-based program or school). Students with disabilities are included in this programming as needed. | | |
| | 8) | The district has and uses **measurable** ways to determine if students are being successful in their areas of need and adjust programming options as necessary to ensure tutoring and academic support are effective practices when addressing specific needs such as reading, writing, or math competencies. | | |
| | 9) | **Explore.** The district/school selects this activity to schedule time needed to **discuss** additional district **tutoring and academic supports** and ways to increase programming options. Create options that are specific to your school, building and classroom in addition to those listed here. | | |
| | | **Learn More**          **Add Comments** | | |

# 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."*

***"You put a caring administrator in every school and a caring teacher in every classroom, you'll close the achievement gaps."***
-Dean Hess, Principal, John Muir Middle School (Wausau)

**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 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. | | |
| **−** | **4.1 Personalized Learning Environments Activities** | | **Add to Plan** |
| 1) | The district/school creates **personalize learning environments** by employing strategies such offering smaller classes, establishing learning communities and work groups, engaging in team teaching, and creating extended time in the classroom through changes to the school schedule. | | |
| 2) | The district/school creates **inclusive classrooms** by routinely implementing "Culturally and Linguistically Responsive Practices (CLRP)" through lessons and student engagement activities. | | |
| 3) | The district/school creates on-going ways to expand students' knowledge and improve their skills through "**active learning**". Teaching and learning strategies engage and involve students in the learning process through differentiated instruction designed to meet each individual students' needs and provides multiple ways to reach students with different learning styles, different abilities and gives students different ways to absorb information. Techniques allow students to demonstrate active participation and cognitive engagement in the topic being studied in different ways, e.g. "**Universal Design for Learning**" and Total Participation Techniques (TPT). The district/school discusses the ways special education and instructional staff in our school differentiate instruction and allow for differentiated student assessment. The district provides the supports that are needed to expand these practices. | | |
| 4) | Using understanding gained from exploration of Student and Family Characteristics (2.3) and following aligned Professional Development (1.4), districts and schools create "**Safe Learning Environments**" that provide daily experiences which enhance positive social attitudes, academic growth and effective interpersonal skills for all students. Programming includes a comprehensive **non-violent crisis intervention plan and conflict resolution**. | | |
| 5) | Fully utilize the district's **Academic and Career Plan (ACP)** planning process, along with the **IEP: Postsecondary Transition Plan (PTP)** for youth with disabilities which are student-driven, adult-supported processes in which students create and cultivate their own unique and information-based visions for postsecondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. | | |
| 6) | **Explore.** The district/school selects this activity to schedule time needed to **discuss** and determine additional ways the district, school, building and classroom can provide additional **personalized learning environments** for students. Explore how other schools and classrooms provide differentiated instruction and successful programming. | | |

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| **+** | **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. | | |
| **–** | **4.2** | **Rigorous and Relevant Instruction Activities** | | **Add to Plan** |
| | 1) | The district **embeds career awareness** by integrating academic content with career and skills-based themes through career academies and multiple pathways models. | | |
| | 2) | The district provides **work-related** experiences by hosting career days and offers opportunities for work-related experiences and visits to postsecondary campuses. | | |
| | 3) | The district **assists with college** preparation by providing students with extra assistance and information about the options, demands of, and preparation for college. | | |
| | 4) | The district implements an "**Early College Model**" designed to ensure that all students are college and career ready upon graduation from high school. There is a specific **course of study** that addresses the following areas: future picture, identifying and utilizing resources, organization and planning, goal setting, time management and decision-making. | | |
| | 5) | The district **partners with local businesses** to provide opportunities for work-related experiences such as internships, simulated job interviews, and long-term employment. | | |
| | 6) | The district provides **Career and Technical Education** courses youth need to prepare them to meet the larger demands of today's workplace.  Technology courses offer opportunities for delivering instruction while engaging students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles. Programming options are limitless and are selected to meet individual student needs as well as your specific community employment needs.  Some options include School-to-Work programs, educational technology, Youth Options, Dual Credit, Course Options, Youth Apprenticeships, Certificates, On-the-job training. | | |
| | 7) | The district utilizes annual **Indicator 14 Post School Outcomes data** determine if they have provided the skills students needed to help them graduate and to serve them after they leave school. | | |
| | 8) | The district offers "**Service Learning**", a teaching method that connects meaningful community and civic service with academic learning.  The goals of Service Learning are to promote personal and social growth, career development, and civic responsibility. | | |
| | 9) | **Explore.** The district/school/special education and instructional staff selects this activity to schedule time needed to **discuss** and determine, plan for and implement additional ways to create **rigorous instruction** that is **relevant** to our students' postsecondary education goals and interests, and postsecondary engagement through high quality employment or continuing education. | | |
| **+** | **4.3** | **Classroom Behavior and Social Skills Proficiency.**  Staff teaches strategies and implement programs that improve students' classroom behavior and social skills. | | |
| **–** | **4.3** | **Classroom Behavior and Social Skills Proficiency Activities** | | **Add to Plan** |
| | 1) | The district/school/special education and instructional staff monitors, encourages and acknowledges good school **attendance** to ensure all students attend school at least 90% of the time (excused and/or unexcused). | | |
| | 2) | The district/school counselor connects personally with students experiencing **high mobility** (more than one move per semester) to provide additional academic and emotional support. | | |
| | 3) | The school special education and instructional staff identifies **at-risk course performance** and provides additional academic support to any student (a) failing one or more semester courses; (b) failing two or more semester core courses (c) earning fewer credits that the number required for graduation or promotion, or (d) achieving a 2.0 GPA on a 4-point scale. | | |
| | 4) | The school/special education and instructional staff teaches behavioral strategies to strengthen **problem-solving and decision-making skills** so students have no more than one office referral per grading period. Additional support is provided to students with on-going behavior or discipline concerns, and may include a 3-tiered structure such as PBIS, RtI and Functional Behavior Assessment. | | |
| | 5) | The school/special education and instructional staff provides a curriculum strong in **"soft skills" and "life skills"** instruction (e.g. "Skills to Pay the Bills" curriculum). | | |
| | 6) | The school/classroom encourages student participation in **extracurricular activities** (e.g. sports, clubs, and activities), a practice associated with dropout prevention. | | |
| | 7) | The district/school/special education and instructional staff stablishes **measurable and attainable academic and behavioral goals** with attainable benchmarks in all areas of school and classroom expectations. | | |

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|---|---|---|
| 8) | The district/school/ special education and instructional staff **acknowledges students' accomplishments** and successes, both publicly and personally, at school and at home.  This may be a positive note home, recognition in class, group recognition days. | |
| 9) | **Explore.**  The district/school selects this activity to schedule time needed to **discuss** additional strategies used in your district, school, building and classroom have been successful in promoting **positive classroom behavior and social skills** not listed above.  What has worked, what has not, and what supports or professional development are needed to ensure future success?  Discuss ways the district, school, building and classroom can provide additional personalized learning environments for students.  Explore how other schools and classrooms provide successful programming. | |
| | **Learn More          Add Comments** | |

Wisconsin Transition Improvement Grant (TIG)  www.witig.org   CDFA #84.027   Graduation Rate Improvement Plan (GRIP)  www.wigrip.org

* = Indicates a DPI "Promoting Excellence for All" resource                                    January 20. 2017                                    Page 10 of 10