

Roots High School Improvement Plan 2019-2020

At a Glance

Date of Plan: 10/31/2019 State Turnaround/Title I Status: State Turnaround

School Name: Roots High School Address: 2250 S. 1300 W.

Principal: Tyler Bastian Contact Information: 801-573-8719 Tyler@rootshigh.org

LEA: Roots Charter High School Superintendent/Charter Director: Tyler Bastian

LEA Liaison/Contact: Tyler Bastian LEA Liaison Title: Director

Board Chair: Dan Caffee

Charter Authorizer: USCB

School Leadership Team and SST Members Responsible for this Plan:

Name	Position	Signature	Date
Tyler Bastian	Principal	Tyler Bastian	10/31/2019
Whittney Chilcote	Asst Principal	Whittney Chilcote	10/31/2019
Larissa Little	Asst Principal	Larissa Little	10/31/2019
Alisa Amani	Counselor	Alisa Amani	10/31/2019
Cori Groth	UEPC	Cori Groth	10/31/2019
Bryan Becherini	UEPC	Bryan Becherini	10/31/2019

Step 1: Set the Direction

Based on the work completed in Step 1 of the continuous improvement cycle (Set the Direction), complete the table below.

School Vision:				
Indicator(s)	Data Source	Baseline Data (2018-19)	Y1 Target (2019-20)	Y2 Target (2020-21)
Goal: Increase the number of students who are passing classes at the Tier I level (i.e., the first time taken).				
Increase % of student who pass 1st quarter classes	Low achievement reports	49% Students fail one or more classes on the tier 1	30%< Students are failing one or more classes	20%< Students are failing one or more classes on Tier 1
Decrease % of 1st quarter credit recovery	Student CCR's /Low achievement	39.2 % Students are increasing credit recovery in first quarter	25%< Students are increasing credit recovery in first quarter	20%< Students are increasing credit recovery in first quarter
Goal 2: Increase the percent of students who are post secondary schooling and career ready by the time they graduate.				
Increase number of students taking the ACT	ACT Test Completion Rate	55%	65%	80%
Increase the number of students applying for post secondary/careers prior to May 1st.	Application Rate for post secondary and careers	36%	46%	75%
Goal 3: Decrease the number of students who are severely chronically absent.				
Decrease the number of students who have below 80% attendance	Aspire SIS	2019-45% are above 80% attendance	50% of students will have 80% or above attendance	60% of students will have 80% or above attendance
Decrease the number of daily tardies	Aspire SIS	80 per day	20%	50%
Goal 4: Increase student proficiency in Math and English Language Arts.				
% proficient on ASPIRE PLUS Math	ASPIRE PLUS	4%	15%	35%
% proficient on ASPIRE PLUS ELA	ASPIRE PLUS	18%	25%	35%

Step 2: Assess Needs

Document the work completed in Step 2: Assess Needs.

1. Check all data sources that were used to inform the ratings on the *Needs Assessment Rubrics*:

<u>X</u> Human resource records re: turnover	Compiled teacher observation data
<u>X</u> State assessment results	Local assessment results
<u>X</u> High school graduation rates	Compiled culture survey data
<u>X</u> Student attendance data	<u>X</u> Behavior/discipline data
<u>X</u> Policies and procedures	Curriculum documents
Agendas, meeting notes	Compiled leadership survey data Other (please specify):

2. Describe how the needs assessment, including the root cause analysis was conducted and by whom.

Tetra-Analytics conducted a one day analysis of school systems for the needs assessment and provided the school with a root cause analysis in the CNA/RCA report. After further consultation with the school and UEPC, we updated the critical practice areas for focus in the 2019-20 SIP. The UEPC and Tetra-Analytics met to discuss the new changes and all parties agreed to the changes.

3. How was stakeholder input solicited and used in the needs assessment process?

Tetra-Analytics met with teachers and issued a survey to parents and students.

4. List the top priorities identified through the needs assessment/root cause analysis process.
 - 1. 1A1: Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.**

 - 2. 2B1 - Professional learning is differentiated, based on the needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.**

 - 3. 3A1: Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.**

 - 4. 4A1 - Principal and teachers have high expectations for students and themselves.**

Step 3: Create Plan

- For each priority identified in the needs assessment, identify evidence-based strategies to address the need/priority. Write strategies as logic models.
- For each strategy, identify performance measures that will be used to measure impact on adult behavior. Each strategy should also include milestones, with actions, outputs, timeline, budget and person responsible.

Priority 1: 1A1: Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.

Strategy 1.1: If we set clear expectations for faculty and student responsibilities then faculty and students will be unified in their actions and have shared vision.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
School Wide Grading Policy	Grading Policy in Faculty handbook	Currently have a policy that isn’t fully being implemented	75% of teachers implement grading policy	100% of teachers implement grading policy
School Wide Faculty Responsibility Checklist	Faculty Responsibility Checklist in faculty handbook	20% Compliance	75% of teachers completing checklist with fidelity	100% of teachers completing checklist with fidelity
School Wide Student Responsibility Checklist	Student Responsibility Checklist in student handbook	Not currently implemented	65% of students completing checklist with fidelity	90% of students completing checklist with fidelity

Milestone 1.1.1: Develop a set of clear expectations for faculty

Actions	Outputs	Timeline	Resources	Person Responsible
1. Create expectations	Teacher Achievement	October 16th	Canvas, Google docs	Larissa Little
2. Present Expectations	Presentation	November 1st	PPT, Canvas, Google	Larissa, Tyler
3. Monitor Implementation	Canvas Teacher Grades	Dec 1st Feb 1st	Canvas	Larissa, Tyler

Milestone 1.1.2: Develop a set of clear expectations for students

Actions	Outputs	Timeline	Resources	Person Responsible
1.Revised Student Handbook	Student Handbook	November 15th	Graphic Based Handbook	Whittney Chilcote
2. Distribute and Education on Handbook	Small Group Presentation	December 15th	Graphic Based Handbook	Whittney and Tyler
3. Utilize in ISS/ Classroom Discussions	Lessons and Reteaching	December 15th	ISS Lessons	Banny/Teachers

Strategy 1.2: If we focus on clear communication then we will be able to better monitor and support implementation.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Improved Compliance and Structure with Staff	Staff Canvas Course		80% compliance	100% Compliance
Improved Compliance and Structure with Students	Student Services Spreadsheet	91individulas in ISS 257 Incidents	10% decrease in incidents	20% decrease in incidents
Clear compliance and structure in vision and culture.	Admin Memos, Newsletters etc.	Frequency Once a month	Bi-Weekly	Weekly

Milestone 1.2.1: Develop structure for communication to improve compliance for Faculty and Students

Actions	Outputs	Timeline	Resources	Person Responsible
1.Principal develops clear communication plan within Admin Team	Comm Plan	October 16	Communication Plan	Tyler
2. Implement Communication Plan	Comm Plan details	November 1st	Monday Memo, Newsletter, Monday Student announcement videos	Tyler, Larissa, Whittney
3.Monitor Communication Plan	Survey	Feb 1st	Survey Monkey/Qualtrics	Tyler

Milestone 1.2.2: Strengthen structure for communication with parents

Actions	Outputs	Timeline	Resources	Person Responsible
1. Staff Training on One Call	Training	Nov 1st	PPT, One Call App, Website	Whittney
2. Student training on One Call	Training	Dec 15th	PPT, One Call App, Website	Whittney
3. Parent training on One Call	Training	Jan 29th	PPT, One Call App, Website, Traeger	Whittney and Tyler

Priority 2: 2B1: Professional learning is differentiated, based on the needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.

Strategy 2.1: If faculty learn how to implement trauma-informed structures then students will feel more prepared to learn.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Professional Learning Implementation Calendar	PL Calendar	Currently we don't have a full year PL calendar	PL Calendar developed based on school needs by Nov 1 2019	PL Calendar developed based on teacher needs by May 1 2020
Implement School Wide Classroom Management Procedures	Classroom Management Procedure in Faculty Handbook	Not implemented currently	75% of teachers utilize classroom management procedures on a regular basis	100% of teachers utilize classroom management procedures on a regular basis
Implement School Wide Classroom Instruction Procedures	Planning Document	Not implemented currently	75% of teachers utilize planning document on a regular basis	100% of teachers utilize planning document on a regular basis

Milestone 2.1.1: Develop and strengthen school wide behavior management procedures

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop school wide behavior policy	Behavior Policy	Dec 15th	SUPER, CHAMPS, Roots Way	Tyler and Alisa
2. Create and Print Anchor Charts for all areas of the school	Anchor charts	Jan 21st	Roots Way Anchor Charts	Tyler, Larissa, Brook, Whitney and Alisa
3. Train Staff and Students	Training Lesson	Jan 29th	Lesson, Community Night, Anchor Charts	Tyler and Alisa

Milestone 2.1.2: Develop and strengthen school wide classroom instructional procedures

Actions	Outputs	Timeline	Resources	Person Responsible
1. Conduct think tank with teachers on common instructional practices	Common Instructional Practice Template	Oct 25th	UEPC	Bryan
2. Professional Learning on common instructional practices	PL Design	Oct 28th	UEPC/Teachers/Google Slides	Bryan and SLT Teachers
3. Conduct PL on common instructional practices	PL	Nov 1st	UEPC/Google Slides	Bryan and SLT Teachers

Strategy 2.2: If teachers learn how to implement standards based formative assessment practices then students will be more actively, cognitively engaged.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Standard Based Objectives written with “I Can”	Observations	20% of teachers are using standard based objectives that are clearly stated to students.	75% of teachers have standards based objectives	100% of teachers have standards based objectives
Standards Based Formative Assessments	Classroom Formative Assessments	No teachers are currently using standards based formative assessments other than statewide testing.	75% of teachers have standards based assessments	100% of teachers have standards based assessments
Student Outcomes	Interim Assessments	NA	15% Proficient	40% proficient

Milestone 2.2.1: Classrooms scaffold standard aligned objectives for each class period

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop Professional Learning on Objectives	PL Design	Jan 16th	UEPC	Bryan
2. Implement PL on Objectives	PL	Jan 16th	UEPC	Bryan
3. Monitor Implementation of Objectives	Observation/ Feedback	Feb 15th	Observation Form	Bryan, Tyler, Whitney and Larissa

Milestone 2.2.2: Classrooms implement formative assessments aligned to objectives and standards

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop Professional Learning on Formative Assessments	PL Design	Jan 17th	UEPC	Bryan
2. Implement PL on Formative Assessments	PL	Jan 17th	UEPC	Bryan
3. Monitor Implementation of Formative Assessments	PLC data reviews	Feb 15th	PLC and Data Template	Bryan, Tyler, Whitney and Larissa

Priority 3: 3A1: Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.

Strategy 3.1: If we use trauma-informed structures schoolwide then students will progress academically and socially.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Standards Based Assessments	Classroom Formative Assessments	No teachers are currently using standards based formative assessments other than statewide testing.	75% of teachers have standards based assessments	100% of teachers have standards based assessments
Implement School Wide Classroom Instruction Procedures	Planning Document	0% Roots has no currently adopted school wide instructional procedures	75% of teachers utilize planning document on a regular basis	100% of teachers utilize planning document on a regular basis
Implement School Wide Classroom Management Procedures	Classroom Management Procedure in Faculty Handbook	Roots has not adopted a clear and prescriptive school-wide classroom management procedures other than basic rules.	75% of teachers utilize classroom management procedures on a regular basis	100% of teachers utilize classroom management procedures on a regular basis

Milestone 3.1.1: Begin to look at student assessment data to make adjustments in instruction

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop Professional Learning on Formative Assessments	PL Design	Jan 17th	UEPC	Bryan
2. Implement PL on Formative Assessments	PL	Jan 17th	UEPC	Bryan
3. Monitor Implementation of Reteaching Practices	Small Group Instruction	Feb 15th	PLC, Data Template, Small Group	Bryan, Tyler, Whitney and Larissa

Milestone 3.1.2: Develop structures that hold all students accountable regardless of trauma

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop list of non-negotiables for students	Non-negotiable list	Feb 1st	Trauma Informed Research, The Trauma Informed School	Tyler and Whitney
2. Convene a group of students to review list and add their input	Non-negotiable list	Feb 15th	Trauma Informed Research, The Trauma Informed School, Student Gov.	Tyler and Whitney and Student Gov
3. Roll out non-negotiables	Student PL	April 13th	Non-Negotiable PL	Tyler and Whitney and Student Gov

Strategy 3.2: If we use standards-based formative assessment practices then students will progress academically.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Standard Based Objectives	Observations	20% of teachers are using standard based objectives that are clearly stated to students.	75% of teachers have standards based objectives	100% of teachers have standards based objectives
Standards Based Assessments	Classroom Formative Assessments	No teachers are currently using standards based formative assessments other than statewide testing.	75% of teachers have standards based assessments	100% of teachers have standards based assessments
Student Outcomes	Interim Assessments	NA	15% Proficient	40% proficient

Milestone 3.2.1: Classrooms implement formative assessments aligned to objectives and standards

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop Professional Learning on Formative Assessments	PL Design	Jan 17th	UEPC	Bryan
2. Implement PL on Formative Assessments	PL	Jan 17th	UEPC	Bryan
3. Monitor Implementation of Formative Assessments	PLC data reviews	Feb 15th	PLC and Data Template	Bryan, Tyler, Whitney and Larissa

Milestone 3.2.2: Begin to look at student assessment data to make adjustments in instruction

Actions	Outputs	Timeline	Resources	Person Responsible
1. Develop Professional Learning on Formative Assessments	PL Design	Jan 17th	UEPC	Bryan
2. Implement PL on Formative Assessments	PL	Jan 17th	UEPC	Bryan
3. Monitor Implementation of Reteaching Practices	Small Group Instruction	Feb 15th	PLC, Data Template, Small Group	Bryan, Tyler, Whitney and Larissa

Priority 4: 4A1 - Principal and teachers have high expectations for students and themselves.

Strategy 4.1: If we develop structures and expectations for students and staff, then more students will be on track to graduate.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
ISS incidents decrease	Student Services Spreadsheet, Aspire Reports	Behavior Report from Aspire 2019 257 Incidents/91 Kids	10% decrease in incidents	20% decrease in incidents
Increase in student Attendance	Attendance Data/Student Services	2019 Attendance Avg. 73.2%	Average Student Attendance 76%	Average Student Attendance 80%
Increase in Teacher/Student and Parent Communication on Mid Quarter Failing Grades	One Call Report/KID Report	10% of teachers used One Call, 65% of KID Reports Done	75% of Teachers using One Call, 75% KID Report Filled Out	85% of Teachers Using One Call, 85% KID Report Filled Out

Milestone 4.1.1: Develop school wide grading policy for the school

Actions	Outputs	Timeline	Resources	Person Responsible
1. Send out google survey on	Google Survey	Oct 28th	Google Survey, Best Grading Practices	Bryan
2. Develop a grading policy for school wide	Grading Policy	Nov 15th	Google Survey, Best Grading Practices	SLT
3. Rollout grading policy	PL Design	Dec 13th	PL Design	Tanner Kallie

Milestone 4.1.2: Develop a communication plan to support teachers on communicating about mid quarter failing grades

Actions	Outputs	Timeline	Resources	Person Responsible
1. Create communication plan	Comm. Plan	November 1st	One Call, Powerpoint, KID Report	Alisa and Whitney
2. Provide PL to teachers on communication plan	PL Design	November 8th	One Call, Powerpoint, KID Report	Alisa and Whitney
3. Monitor effectiveness of communication implementation	KID Spreadsheet, One Call Reports, Aspire Grades	December 6th	One Call, Powerpoint, KID Report	Alisa and Whitney

Strategy 4.2: If we update and commit to our expectations and policies for attendance and assignments schoolwide, then student attendance and Tier I passing rates would increase.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
80% and Above Rate	SIS	45%	50% of Students Above 80%	60% of Students Above 80%
Below 80%	SIS	55%	Less than 50% of Students Below 80%	Less than 40% of Students Below 80%

Milestone 4.2.1: Develop list of non-negotiables for student expectations

Actions	Outputs	Timeline	Resources	Person Responsible
1. Hold student think tank for non-negotiables	Think Tank Notes	Feb 1st	Alternative Expectations	Tyler, Larissa and Whitney
2. Hold teacher think tank for non negotiable policy	Think Tank Notes	Feb 15th	Alternative Expectations	Tyler, Larissa and Whitney
3. Develop Policy of non-negotiables	Non-Negotiable expectations	April 13th	Alternative Expectations	Tyler, Larissa and Whitney

Milestone 4.2.2: Develop truancy policy for student handbook

Actions	Outputs	Timeline	Resources	Person Responsible
1. Hold parent think tank for truancy policy	Think Tank Notes	March 1st	Truancy Policy for Alternative Schools	Alisa and Whitney
2. Hold student think tank for truancy policy	Think Tank Notes	March 15th	Truancy Policy for Alternative Schools	Alisa and Whitney
3. Develop policy for FY21	FY 21 Truancy Policy	April 1st	Truancy Policy for Alternative Schools	Alisa and Whitney