

Northfield UIP

Major Improvement Strategy #1: Whole Child

Description: All NHS students will receive targeted supports that address their social, emotional, and physical well-being.

End of Year Goals:

- 70% of identified students needing social/emotional interventions will demonstrate identified coping strategies and self-regulation skills identified by 2018-2019 BESS data and completion of individual or group intervention
- Decrease degree of suicidal ideation by SIQ measurement scales (-30%)
- Increase student positive response to perception survey regarding trusted adult from 82.5% to 92%

Action Steps:

Tier 1 Support – Implementation of Universal Prevention Programs

- Speaker Series – run through school-wide assemblies that highlight coping strategies, resiliency, and healthy choices
- Signs of Suicide – full program 9th grade; Boosters for 10th – 12th grade
- Sources of Strength = 24 students identified with 8 adult advisors; Program promotes a sense of community within the school with student-led and staff-supported initiatives
- Sex Education – Curriculum for 9th grade students that is led by a trained preventionist who pushes into all biology classes
- Seminar Activities – monthly protocols that exemplify mindfulness, stress management, self-direction, and reflection

Tier 2 Support: Intervention Programs

- Use BESS data and MTSS referrals to identify students who are at risk and in need of consistent support
- Small Groups-Executive Functioning, Anger Management, Social Skills, Self-regulation, Girls Group Empowerment, Wise Guys (Young Men’s Empowerment), Learning to Breathe, STARs Mentoring, Why Try, Teen Intervene

Tier 3 Support: Therapeutic Programs

- Substance Abuse Prevention
- Colorado Teen Therapy

Major Improvement Strategy #2: College and Career Ready

Description: All NHS students will graduate college and career ready, remediation free

End of Year Goals:

- 95% attendance for all students
- 90% of Integrated 1 students will be proficient on the key competencies of solving equations, models, functions, and geometric models

- All senior graduates will exhibit proficiency in College and Career and/or Readiness based on at least one of the DPS benchmark tools.
- Reducing the number of students by 75% that are off track to graduate as measured by the number of students in credit recovery
- 85% of teachers are planning for I2,I5,I6,I7 and effectively scripting a short reteach of un-mastered content as measured by lesson plan review, feedback and classroom observations
- DDI: 100% of teachers engage in PLC, DDI conversations at a minimum of twice per month in which the following is expected:
 - Being prepared for the PLC with L,M,H work identified
 - Looking at daily student work and common assessment
 - Scripting of reteach and incorporating: a plan for subgroups and a plan for unit recovery
 - Actually doing a reteach with the data, precise reteach
- 85% of students in 11/12 IB English will pass with “C” or higher

Action Steps

- MTSS process for identification and supporting students who are at-risk of becoming off-track to graduate
 - Targeted interventions: Unit Recovery, Mandatory Tutoring, mentors, Edgenuity (1-2) periods
 - Weekly review of student achievement data and monitoring of off-track students
- All 9th grade students will have a four year defined set of courses and opportunities through the Individual Career and Academic Plan (ICAP)
- All students will investigate and/or visit a college in the Denver Metro Area and be able to identify pathways/opportunities for college entrance
- NHS will host a college/career fair
- Family nights for college admission requirements. FASFA, regional scholarship opportunities

Major Improvement Strategy #3: Student Engagement

Description: Students will actively engage in their education by maintaining 93% attendance, being involved in one or more clubs, activity, athletic program and the overall general satisfaction will be 90%.

End of Year Goals:

- 93% of students are reaching 93% attendance or higher
- 100% of students are active in one or more clubs, activity or athletic program
- SPS general measure will show 90% positive responses – overall score
- 50% reduction in classroom removals (819 total for prior year)

Action Steps:

- Student Participation
 - Hold clubs and activities fair twice a year
 - Survey students for club and activity interests
 - Weekly opportunities for student participation in community service including yearly “Day of Service”
 - School Counselors to work with students to align interests to ICAP and course selection
 - Ensure student and parent communication through consistent updates via Communication Specialist
- Classroom Engagement
 - Provide students with culturally relevant content through lesson planning and leveraging student relationships (LE1, LE2)
 - Implement consistent expectations for all students through observation/feedback and lesson planning (LE3)
 - Provide enrichment and differentiation opportunities for students in all courses
- Restorative Culture
 - Build culture of restorative practices through student and staff training (LE1-3)
 - Implement restorative practices, and utilization of “High 5” strategy within the classroom through coaching cycles
 - Ongoing training for Restorative Coordinator around restorative circles and classroom restorative strategies
- Attendance Intervention
 - Implement weekly teacher-parent communication for any student below 85-92% attendance
 - MTSS Tier 2: 1-1 with Counselor with 85-93% attendance
 - MTSS Tier 3: Utilize teacher home visit program with students below 70% attendance with Social Worker, Engagement Specialist, and Admin