# Coronavirus Pandemic
# Site Plan 2020-2021

## 2020-2021 Annual Plan – Working Document

**School:**   Tahoma High School                    **Date**:  1/19/2021

**Area of Focus**:  Teaching and learning During a Global Pandemic

1. **Our school is in the following year of implementation:**

   Year 1  ☒     (note:  this is a single year only site plan due to COVID-19)

2. **We have updated the following components of our plan and attached the updates:**

   ☒     Achievement Goals

   ☒     Data Collection Plan

   ☒     Work Plan including Professional Learning

3. **Our plan incorporates an emphasis on the following success criteria for Effective Schools (check all that apply):**

| | |
|---|---|
| ☒ Clear and Shared Focus<br>☒ High Standards and Expectations<br>☒ Effective School Leadership<br>☒ High Levels of Collaboration and Communication<br>☒ Curriculum, Instruction and Assessment Aligned with Standards | ☒ Frequent Monitoring of Teaching and Learning Focused Professional Development<br>☒ Supportive Learning Environment<br>☒ High Level of Community and Parent Involvement |

**Site Plan Engagement with Building Leadership Team:**

**Site Plan Review with Building Board Rep:**

**Site Plan Review by T&L:**                              January 15, 2021

**Site Plan Presentation to Board:**                     January 19, 2021

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# Establishing Positive School Climate and Culture

**[Aligned to Board Goal: Promote positive learning-focused cultures with shared responsibility for all students by increasing positive responses to the annual climate/culture surveys]**

School climate is a broad, multifaceted concept that involves many aspects of a student's, parents, and staff daily experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting. Establishing and continuing to nurture a positive school climate and culture is the foundation upon which effective learning happens. We address climate / culture from the student, parent, and staff perspective in this site plan.

Whether in remote learning, hybrid learning, or being back full time face-to-face student attachment to school and learning has a foundation in the school and classroom climate and culture. Relationships have never been so important, nor so challenging, to build, nurture and maintain. Whether in brick and mortar, remote learning, or in a hybrid model, our THS 3 C's - Community, Commitment, and Character - will continue to be an integral part of our climate foundation.



Through an intentional focus on Community, Commitment, and Character, we will create experiences to support high quality instruction and future ready learning that ensures annual growth and a personal pathway to lifelong success.

COMMUNITY    CHARACTER    COMMITMENT

# Student Climate / Culture

During COVID, when we could not have our kids in the building, we knew that Student Culture and Climate would be a challenge that we MUST address. More than ever, we knew that we needed to be intentional about how we cared for our kids remotely. We wanted to keep as many things as consistent as we could, but we wanted to
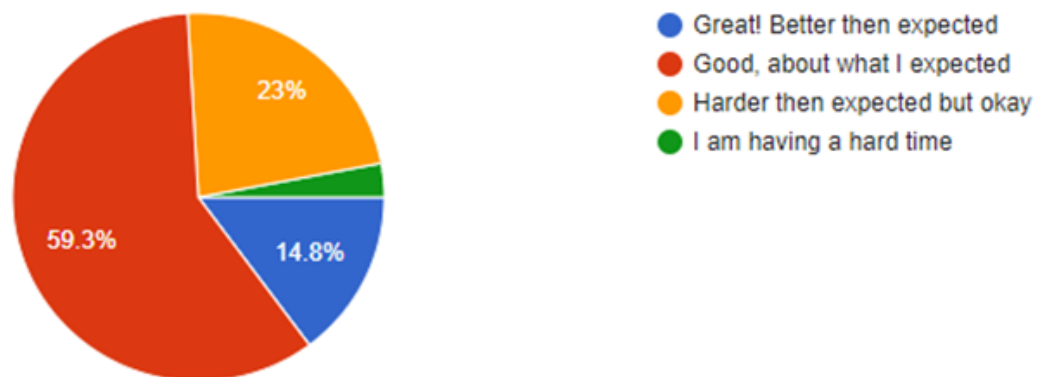
We are currently creating a return to "sports and activities" plan with a target date for 2/1/2021. The plan will mirror state "safe return to school" guidelines with student safety being the ultimate driver guiding the plan. Allowing high school students to again be actively involved in clubs, activities and sports will be a positive light in their lives. We believe the "opportunity" to re-engage with other students through sports, clubs and activities will be a positive mental and physical health bonus for our students.

After starting the year strong with a Heart Start, listening to student voice became an integral part of each classroom. Teachers have been collecting classroom data around their specific classes and student feedback. This information was used by each teacher to reflect on remote teaching during Q1 to better inform Q2 delivery methodology and teacher instructional practices--see sample below. We will use the same method to collect data during Q2 to inform Q3 instructional practice, and Q3 to inform Q4 instructional practice.

**9th grade data from Q1 (example)**

How has school gone for you so far?

135 responses



Legend:
- Great! Better then expected
- Good, about what I expected
- Harder then expected but okay
- I am having a hard time

(Pie chart values: 59.3%, 23%, 14.8%)

**Data Collected and Reviewed:Schedule implications**

Our team used multiple data points, tiny pulse and parent/student feedback from spring 2020 to present to design a schedule that placed value on student mental health, academic pacing and reasonable remote learning expectations. We feel very good about our committees' schedule, dividing 8 classes up into two quarters, reducing the load for our students. The curricular pace, meeting 5 days a week added consistency and flow for students to manage their learning.
Based on staff and student feedback we have added two significant modifications to our original schedule. Teachers are asked to add in "Student Support Periods" ( a class period with no new learning and an opportunity to catch-up or go deeper into a unit of study). The second addition was "Asynchronous"

professional development days for teachers to do collaborative unit planning for remote learning environments. This also gives students a break from the screen and an opportunity to independently work on curricular learning assignments.

We listened to our students and parents to devise a schedule to best serve student needs.Our overall feedback has been very positive about the schedule and the pacing.

**Data taken from the 2019 Student Voice survey:**
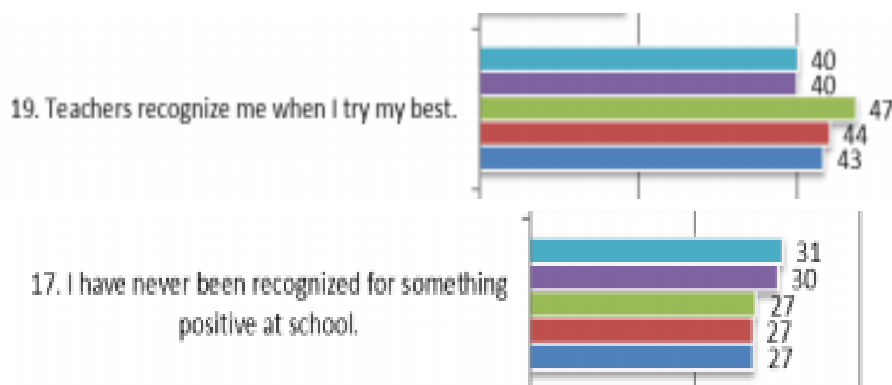


**Focus: How do we show care for our students when they aren't in the building?**

**Work Plan**

| Activity | Timeline/Measures/Monitoring | Responsibility |
|---|---|---|
| **Listening to our students…** | | |
| Call To Duty | Two times per month | Terry and ASB Leadership |
| Teacher Tuesday Tutoring - heard from kids a need and responded* | Weekly,number of students who attend | Administrators and tutors |
| Power hour | Daily, F grades, Weekly | Teachers, Counselors, Student Management Team |
| Heart Start each term | Quarterly, class surveys | Teachers |
| Welcome back bag for each student | One time, # of kids who received | Administrator, Classified |
| Friday Phone Calls | Weekly, number made/received, weekly | Administrators, Counselors, Classified |
| Student Reflection Questions [Sample Student Reflection Questions](#) | Fall, 2020 | Coaches, Teachers |
| **School Wide Events** | | |
| 10 days of giving/Winter Wishes | One time, #100  received | Administrators, Secretaries |
| Concerts | Quarterly, number | Leadership teachers and class |
| Talent Show | One time, # involved and viewing | Leadership teachers and class |
| Student of the quarter | 4 times yearly, 30 students | Administrators, Secretaries |
| Spirit days | 4 times yearly, # involved | Leadership teachers and class |
| Veteran's Day | One time, # involved and viewing | Leadership teachers, class, staff |

| | | Melissa Bean, Ken Riggs, Paul Remfer, students |
|---|---|---|
| Musicals* | One, # involved and viewing | Melissa Bean, Ken Riggs, Paul Remfer, students |
| Pods for sports, clubs, activities | Semester 2, # involved | Tony Davis, Tina Angel, Coaches, Students |
| Graduation | One time, June, # involved and attending | Administrators, Classified, Certificated |
| Student Awards Night | One time, May, # involved and attending | Administrators, Counselors, teachers |
| Future Freshman Night | One time, February, # involved | Administrators, Counselors, Dept. Heads |
| Spirit gear - class mottos/spirit | Throughout year, # purchased | Coaches, Leadership Teachers, Classified |
| MLK celebration | Jan 11-15 Students involved | ASB Leadership |
| Counselor responsiveness to student mental health needs | Yearly/ # of students involved/Yearly | Counselors/ Tracy Krause/District Counselor team |
| Yard Signs | Fall 2020/ # visible | PTA |
| | | |
| **Class specific events** | **Timeline/Measures/Monitoring** | **Responsibility** |
| Student Support Periods | Every two weeks, each class | Teachers, Students |
| Class based surveys | Quarterly minimum, # responses | Teachers, Students |
| Welcoming and caring environments-Heart Start | Daily, survey results | Teachers, students |
| Power Hour/office hours | Daily, # choosing to participate | Teachers, students |
| 1700 postcards sent home* | Ongoing, check at semester, consistent numbers or better | Teachers/Admin Assistants/ Administrators |

# Staff Climate / Culture--Cultural Competence building year for THS Staff

**How can we bring staff together during a pandemic?**

Can all staff members speak their truth? Do our staff of color and staff who are from marginalized communities feel safe and supported at THS, and do our white staff members know how to be an ally and/or advocate for them? While our student demographics have drastically changed, our staff demographics have not. Do our teachers have the awareness and tools to effectively teach every student, every day in every classroom?

**Focus #1**: Ensure that all staff at THS feel safe and thrive professionally by creating and fostering an antiracist, empathetic, inclusive, and collaborative culture.

**Focus #2**: Build staff understanding of how culture operates in their classroom and/or school setting; and how systemic and institutional racism, their own implicit and unconscious biases serve as barriers to holistic achievement for students of color and marginalized populations.

**Goal:** To develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement and safety for learners from all racial backgrounds and marginalized groups.

**Goal:** Increase staff morale and relationships during the pandemic by providing innovative activities and empathy.

## Data Collected and Reviewed

- Since 2016, there has been a 47.6% increase in students of color attending Tahoma Schools.
- Students of color now make up 30.4% of the total student population at Tahoma High School (in 2016-17 students of color made up 24% of the student population - an increase of 6.4%).

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | %Change |
|---|---|---|---|---|---|---|
| **ALL Students** | 1885 | 2713 | 2748 | 2797 | 2796 | +32.5% |
| **AI/AN** | 7 | 17 | 12 | 15 | 16 | +56% |
| **B/AA** | 49 | 69 | 75 | 59 | 59 | +17% |
| **HISP/LX** | 187 | 286 | 280 | 295 | 317 | +41% |
| **ASIAN** | 73 | 127 | 148 | 158 | 170 | +57% |
| **NH/PI** | 7 | 15 | 14 | 16 | 16 | +56% |
| **Two or More RACES** | 123 | 212 | 223 | 251 | 274 | +55% |
| **Total SOC** | 446 | 726 | 752 | 794 | 852 | +47.6% |
| **WHITE** | 1439 | 1987 | 1996 | 2003 | 1944 | +26% |
| **ELL** | 6 | 25 | 36 | 48 | 84 | +92.8% |
| **Students with Disabilities** | 202 | 296 | 297 | 310 | 303 | +33% |

*Table Key*: AI/AN - American Indian/Alaskan Native; B/AA - Black/African American
Hisp/LX - Hispanic/Latinx of any race(s); NH/PI - Native Hawaiian/Other Pacific Islander
SOC - Students of Color; ELL - English Language Learner;

**THS Diversity, Equity and Inclusion Work Plan**

| Activity | Timeline | Responsibility |
|---|---|---|
| **Diversity, Equity & Inclusion training**<br>Design, deliver, and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning environments. | Year #1<br>3 all staff trainings provided by Dr. Hollins. 20-21<br><br>Year #2<br>Ongoing all staff training and develop a school Diversity, Equity and Inclusion Team | Building Admin Team<br><br><br><br>Building Admin Team |
| **Staff Book Study: Culturally Responsive Teaching 101 -**.<br>To create a safe space for staff to learn more about racial and social justice, explore their implicit biases and racial identity, build their understanding of how culture operates in their classrooms/school setting, and develop anti-racist practices through discussion and books.<br><br>Staff will leave with a tool kit of resources that will help them be allies and advocates for their marginalized students<br><br>This will provide a great avenue to expand and strengthen staff's personal journey. | Year 1 - Completed by June 2021<br>- Optional for staff to attend - 16 meetings throughout the year. Each session is offered via zoom or in person.<br><br><br>Year 2:  2021- 2022 school year<br>Continue to offer as optional for staff and build more intrinsic buy in from staff.<br>-Offer a separate one for Building Administrative Team and building leaders; and students<br><br><br>Year 3:  2022-2023 school year<br>Part of required staff development | Burr<br><br><br><br><br><br><br><br>Burr<br><br><br><br><br><br><br>Bldg Admin Team |
| **Design and implement a plan for developing cultural competence in our students: creation of Equity** | Year #1: creation of the District Equity Steering Committee and its six sub-committees that involve students, staff, parents and community members.<br><br>Year #2  2021-22<br>Review and implement appropriate recommendations of the steering committees and its sub-committees | Davis/Burr |
| **Restorative Justice**<br>**3 tier plan**<br>**1)Principles of Restorative Justice Training**<br>20-21: All Administrators and counselors attend a 3 part training around The Principles of Restorative Justice. | 2020-2023-completed Fall 2020 | Duty/Hard |

| | | |
|---|---|---|
| **2)Small group intensive training** A core group of counselors and administration will attend a three-day training by the National Center for Restorative Justice that is tailored specifically for THS. The sessions will be on classroom practices and restorative conferences. These will become our trainers of trainers team | Winter/ Spring -2021 | Burr/Duty |
| **3)Discipline sanctions** and conflict mediation will now include restorative justice practices, working with students to curb, mediate and influence behaviors | Spring 2021 | Ad-HOC Disciplinary committee |

**THS Staff Morale, Empathy and Collaboration Work Plan**

| Activity | Timeline | Responsibility |
|---|---|---|
| **Staff Morale**<br>● Welcome back gift bags<br>● Morning Greetings<br>● Food Truck Fridays<br>● Bevs Hearts<br>● Holiday Social<br>● Staff gear | August 2020<br>Fall 2020<br>Fall 2020<br>2020-2021<br>Dec 2020<br>Spring 2021 | Admin Team<br>Feist<br>Duty<br>Kraus/Hassman<br>Kraus/Hassman<br>Admin & Mgmt Team |
| **Empathy Through Servant Leadership and Action**<br>Consistent messaging and action to staff around empathy from the principal and administrative team.<br>● Staff birthday cards<br>● *Together is Better* book (with personal message) to building leaders: department heads, and teacher leaders<br>● Small department meeting with divisional admin<br>● Sub-group department meetings with divisional admin<br>● All-school asynchronous Day | 2020-2021 | Building Administrative Team |
| **Criterion 8**<br>All certificated staff will be evaluated on Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning. Divisional administration will work closely with building instructional coaches to provide necessary support, resources and time for each certificated staff to collaborate both interdepartmental and intradepartmental.<br>● Small department meeting with divisional admin<br>● Sub-group department meetings with divisional admin<br>● Collaborative Async Days<br>● Cross-departmental collaborative Planning Period Meetings | 2020-2021<br><br><br><br><br><br><br><br><br><br>Weekly meetings<br><br><br>Winter 2020-Spring 2021<br><br>Bi-weekly during teachers prep period | Building administrative team and building instructional coaches<br><br><br><br><br><br><br><br><br>Divisional admin, teachers, Tracy, Jen Building instructional coaches |

**Measures and Monitoring**

| Measure | Timeline | Responsibility |
|---|---|---|
| Training completion | 20-21 | Duty |
| Equity Book Club session surveys | 2020-2021 | Burr |
| RJ training completion | 20-2021 | Duty, Hard, Burr |
| Proficiency in Criterion 8 | Spring 2021 | Bldg admin team Bldg instr. coaches |

# Parent/Family Climate / Culture

**Focus**
Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students - to ensure all students and adults have a safe and positive experience

**Goal:** Help families stay connected during the pandemic

**Work Plan**

| Activity | Timeline | Responsibility |
|---|---|---|
| 90 Minutes live "Town Hall Q and A with THS Admin | August 2020 | Admin Team |
| 2 Open Houses over typical 1 | | Admin Team, Teachers |
| 7 Call w Duty Broadcast over | Fall 2020 | |
| Facebook and YouTube | Fall Winter 2020 | T Duty |
| Weekly Bear Bites | Annually 2020-21 | Administrative team and teachers |
| | Bi-Weekly | |
| Student of the Quarter | Winter 2020 | |
| Financial Aid Night | | Beliveau |
| Freshman Future Night | On-Going | Lara Lindersmith |
| Good Day Phone Calls | | Beliveau, Management Team |
| | | Administrative Team |
| **Equity**<br>Engage families of color and minority classes in dialogue and the creation of strategies to bridge the cultural gap between schools and parents/communities.<br><br>Staff: 7 hours of PD | | |

**Measures and Monitoring**

| Measure | Timeline | Responsibility |
|---|---|---|
| Actualized communication | 2020-21 SY | THS Admin Team |

# Student Growth and Achievement

**Focus:**
- Supporting Struggling Learners - F Rates
- 13th year Planning- Future Ready
- Instructional Practice

**Supporting Struggling Learners** - F Rates

Weekly Skyward reports indicated an increase in failing grades early in the school year.  Despite having four classes in our remote learning model, students were failing at a higher rate than when they had eight classes for in-person learning.  Attention was brought to this issue and conversations began amongst school administration to focus attention on this issue.

**Goal:**  Identify and support struggling students through a variety of methods in an effort to reduce the failure rate.

**Data Reviewed:**

### Quarter 1 F Grade Comparison Data

|  | S1 2018-19 | S1 2019-20 | S1 2020-21 | S1 2020-21 | S1 2020-21 | S1 2020-21 |
|---|---|---|---|---|---|---|
|  |  |  | On 10.12 | On 10.26 | On 11.2 | On 11.10 |
| Count Graded Students | 2510 | 2526 | 2512 | 2518 | 2518 | 2531 |
| Students with One or more F's | 439 | 368 | 651 | 642 | 567 | 419 |
| Percent with one or more F's | 17% | 15% | 26% | 25% | 23% | 17% |

Key:  S1 - semester 1

**Work Plan:**

| Activity | Timeline | Responsibility |
|---|---|---|
| Weekly reports on failing students | Weekly | Registrar |
| Collaborate with counselors to identify most at-risk students | Weekly | Administration |
| Develop data and intervention tracking system | Weekly | Student Management Team |
| Examine F grade data by teacher/department | Monthly | Administration |
| Engage teachers in grading practice conversations | Weekly/Monthly | Administration |
| "Student Support Days" incorporated into curriculum pacing | As needed | Teachers |
| Address student failure rates with entire teaching staff | CPT Meetings | Inst. Coaches |
| Email and call parents of failing students | Weekly | SMA/Admin. |
| Identify poor attendance patterns and intervene | Weekly | Attendance/Dean |
| Schedule in-person and/or zoom staffing meetings | Weekly | Counselors/Admin. |
| Welfare checks for those students completely disengaged | As needed | Security/Admin. |
| Targeted intervention for special education population | Weekly | BIS/IEP Teacher |
| Progress reports sent home at 5-week mark | October | Hansen/T&L |
| Teacher Tutoring Tuesdays | Weekly | Teachers/Beliveau |
| Re-engagement plan for 75 most struggling learners<br>● "Pods" of 15 per cohort<br>    ○ 30 General Education Students<br>    ○ 30 Special Education Students<br>    ○ 15 English Language Learner Students | Semester/TBD | Admin./District |

**Focus: 13th year Planning- Future Ready**

**College Bound Scholarship**
Due to the changing demographic of our community and school populations, we are seeing increased numbers of students that have gaps in their learning and are underserved. We need additional support structures for underserved populations of students in accessing resources and actualizing viable 13th year plans to completion. Removing barriers for this population of families will support:

1. Creating a more equitable experiences for our students and families.
2. Support more students graduating with a viable 13th year plan

**Goal:** THS will increase the number of seniors who create and actualize a viable plan by 5%. We will also get 100% of eligible TSD students enrolled in the College Bound scholarship program.This will be accomplished by creating and developing targeted structures, supports, and interventions for students eligible for the College Bound program.

## Work Plan

| Activity | Timeline | Responsibility |
|---|---|---|
| THS will increase the number of seniors who create and actualize a viable plan by 5%. We will also get 100% of eligible TSD students enrolled in the College Bound scholarship program.This will be accomplished by creating and developing targeted structures, supports, and interventions for students eligible for the College Bound program.<br>● plan with( middle school and high school) counseling and admin college bound team for registration and transition student support | by June 2023<br><br><br><br><br><br>● May 2021 | Chris Feist  (CF)<br><br><br><br><br><br>CF |
| ● Review  Aim and drivers with a work group of a small college bound scholarship leadership team composed of staff, students and parents.<br>● Create a communication plan clarifying : what, how, when, where, why, who…..<br>● Create a pathway for College Bound scholarship students to take dual credit classes and and receive scholarships for the college credits<br>● Review 6-12 CCR through equity lens & design and implement appropriate differentiated experience<br>● Add and expand on established  mentoring program as one of the student supports | ● February 2021<br><br><br>● March 2021<br><br>● June 2021<br><br><br>● June 2021<br><br>● June 2022 | CF<br><br><br>CF<br><br>CF<br><br><br>CF and LL<br><br>CF and LL |

## Measures and Monitoring

| Measure | Timeline | Responsibility |
|---|---|---|
| 5% more of Tahoma High School students impacted by poverty will create and actualize a viable 13th year plan, with the ability to finance it, by June 2022.<br><br>Additionally, we will increase the TSD College Bound Scholarship enrollment to 100% by by November 30, 2022 | ● June 2022. | CF & LL |

## Focus:  Instructional Practice

The diversity of content and courses at THS requires an emphasis on collaboration to support student growth. Teacher teams and departments have been focused on student engagement strategies during this remote year.  Student agency and ownership is key in helping teens stay engaged in their learning. Student self-reflection practices connect to this focus. Support for new and veteran teachers around promising practices in the remote setting is an ongoing need.

**Goal:**  To increase effective collaboration and collective teacher efficacy across all departments in service of improving the student experience and increasing student engagement

**Work Plan** (Description of each of these structures and how they work together)

| Activity | Timeline/Measures/Monitoring | Responsibility |
|---|---|---|
| **Collaborative Planning Period Team Meetings**<br>● Cross department meetings<br>● Collaboration<br>● Instructional Practice Focus<br>● Failing student focus | Bi-weekly<br>Team collaboration impact on student experience<br>See CPPTs in work plan link above<br>See F data | Jen/ Tracy |
| **Student Centered Coaching Cycles**<br>● New teachers<br>● Veteran teachers | 1-2 cycles per year<br>As requested<br>Cycle reflection | Jen and Tracy |
| **Teacher Leader Institutes**<br>● Facilitation Support and Strategies<br>● Promising Practices in Remote Setting<br>● Leadership Capacity and Team Effectiveness<br>● Goal Setting | Once per quarter<br>Individual teacher leader interviews | Chris, Jen, Tracy |
| **Instructional Practice Leadership Team**<br>● Classroom Instructional Practice Focus<br>● Teacher Leader Focus | Bi-weekly<br>Midyear team effectiveness self-assessment | Divisional Admin, Jen and Tracy |
| **Department Collaboration**<br>● Departmental team meetings<br>● Asynchronous collaborative work days | Weekly<br>1-2 per term<br>Mid Year reflection<br>Department temperature check | Department Chairs<br>Jen/Tracy, Div. admin |
| **Department Bridging Activities**<br>● Friday department meetings | Weekly | Department Chairs<br>Jen/Tracy, Div. admin |
| **Focus on Student Self-Reflection**<br>● Departments<br>● Collaborative Planning Period Teams<br>● Student Growth Goals | Quarterly<br>Padlet ideas/successes from staff<br>Teacher collaboration<br>Student Growth Goals with a focus on criterion 6 | Jen/Tracy, div admin |