Continuous School Improvement Plan (C-SIP)
Nathan Hale High School
2016 - 2018
Principal: Jill Hudson, Ed. D.
             Jolene Grimes-Edwards

School Overview
Introduction
The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The BLT Approved this CSIP on Tuesday, 11/15/2016.

Mission and Vision

Mission:
Ensuring that all students become honorable, skillful, thinking citizens.

Vision:
Coalition of Essential Schools'
Ten Common Principles:
- **Learning to use one's mind well**
- **Less is more: depth over coverage**
- **Goals apply to all students**
- **Personalization**
- **Student as worker, teacher as coach**
- **Demonstration of mastery**
- **A tone of decency and trust**
- **Commitment to the entire school**
- **Resources dedicated to teaching and learning**
- **Democracy and equity**

Nathan Hale High School Information
http://halehs.seattleschools.org/cms/One.aspx?portalId=3943&pageId=29385

Terminology
Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing **U**nderstanding **L**abeling **E**xpressing **R**egulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely
SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support
Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

- Graduation rate for Nathan Hale High School for the 4-year cohort has increased over the span of ten years: 2005-2006-80%, 2015-2016-84%.
- The 5-year cohort went from an 84% graduation rate in 2005-2006 to 93.3% graduation rate in 2015-2016.

At the end of the 2015-16 school year we generated a list of all students grades 9-11 with one more D, E, or I grade. The analysis shows that 21% of 9th graders, 31% of 10th graders and 27% of 11th graders finished the school year with credit deficiencies.

The analysis further shows that students of color are disproportionately affected throughout all three grade levels. We looked at student climate survey data and noted two responses in particular: Overall, 72% of students reported "I am treated with as much respect as the next person", a decrease of 11% from the previous year. 55% reported "My teachers take the time to get to know me.", a decrease of 14% from the previous year. While the decrease reflects students' perceptions overall, students of color again are disproportionally affected (average drop between 2015 and 2016 was 14%). This is a red flag for us.

This year we plan to more accurately measure our students' sense of belonging by administering the student climate survey three times over the course of the school year. This will allow us to compare sense of belonging at different points in time. Using research-based culturally responsive pedagogy, we will increase our students' sense of belonging which will translate to improved grades anda reduction in unexcused absences.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:
• Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
• Teachers sent lists of students testing for the day to encourage reluctant students
• Met with parents refusing to have students tested to review benefits of taking the test.
• Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

Tier 1 strategies

A. Students in General Education

9th Grade Academy

The *Nathan Hale Academies* are the result of a multi-year, all-staff educational reform process. They are a key part of a long-term goal to create a school that meets the needs of and ensures that ALL students will become honorable, thinking, skillful citizens.

The three academies in our ninth grade program are each staffed by four teachers with a 1:25 teacher student ratio. Each of the four teachers is a specialist in one of more of the following subject areas: Health, Language Arts, Science or Social Studies. Students will receive a full year of academic credit in each of these subject areas.

During the fall semester, each academy is divided into a Health/Science Block and a Language Arts/Social Studies Block. Courses are longer, in-depth, and worth a semester of credit per class.

9th Grade Monday Meetings

For the first several months of school, Mondays begin with a 20-minute "all academy" meeting used for announcements, team-building activities, and orientation to Nathan Hale High School.

10th Grade Integrated Studies

The *10th Grade Integrated Studies* is an inclusive and integrated curriculum of Science, Language Arts and Social Studies which uses the overarching question "How Can We Make the Change We Want to See in Our World?" to guide four in-depth projects for exhibition. Projects include Global Health, Mock Trial, GAIA Project, and Final Culminating Exhibition.

Collaboration is formed through teams of one Social Studies teacher, one Language Arts teacher and one Science teacher, while keeping students in their teams through periods 2, 3 and 4. By doing so, teams may use a block-style flexibility when projects require student collaboration and in-depth work.

11th Grade Humanities

Team approach to shared students.

Mentorship

Mentorship is a half-hour period, twice weekly during block scheduled days, for relationship building, individual grade checks and coaching, career and college awareness, goal setting and future planning. All staff have a mentorship class, and some have the same class for all four years. Whole school assemblies such as our NAHA Welcoming Ceremony, Native Appreciation, Veteran's Day and MLK Day are sometimes scheduled during Mentorship. Also offered annually are our whole-school Club Fair, and College and Career Fair.

Self-directed Support Time

Support Time is both a teacher- and self-directed thirty-minute period, twice weekly following mentorship, where students receive additional academic support when needed. Students typically make arrangements to meet with their teachers during this time, although some students will receive a pre-arranged pass from a specific subject teacher.

Daily Reading Time

The Nathan Hale Reading Period is at the end of the day to instill an appreciation for and joy of reading. This year, Nathan Hale staff began the year by reading aloud to their students for the month of September.

Project-Based Learning/Exhibitions

Project-Based learning is fundamental to our Ten Common Principles, specifically Principle 6 which focuses on real tasks, multiple forms of evidence through differentiated projects, and a demonstration of mastery of understanding through exhibitions. Parents and guardians are invited to exhibitions for every grade level throughout the year, culminating with high stakes panels for the Senior Year Hale Action Project.

Clubs, Sports, Theater, Robotics, Hale Ambassadors

Nathan Hale's clubs are student-centered, and student led. Clubs such as RADD (Raiders Against Destructive Decisions), BSU (Black Student Union), Pride Club, Anime Club, Fiber Arts Club to name a few. Students create clubs based on their own interests, complete ASB documentation and enroll a teacher advisor. Sports is inclusive of all ability levels. Theater offers two large scale productions each year. Robotics encourages all students to join their club for competitions. Hale Ambassadors are student volunteers to welcome and translate parents to all school evening activities.

Teacher Access Before/After School

Staff are available to assist students with schoolwork before and after school, and via email.

<u>Coalition of Essential Schools' Ten Common Principles</u>

1. Learning to use one's mind well: The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. Less is more: depth over coverage: The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

3. Goals apply to all students: The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

4. Personalization: Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. Student-as-worker, teacher-as-coach: The governing practical metaphor of the school should be "student-as-worker", rather than the more familiar metaphor of "teacher as deliverer of instructional services." Accordingly, a prominent pedagogy will be coaching students to learn how to learn and thus to teach themselves.

6. Demonstration of mastery: Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class.

7. A tone of decency and trust: The tone of the school should explicitly and self-consciously stress values of unanimous expectation, of trust, and of decency (fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Families should be key collaborators and vital members of the school community.

8. Commitment to the entire school: The principal and teachers should perceive themselves as generalist first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and demonstrate a sense of commitment to the entire school.

9. Resources dedicated to teaching and learning
Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many schools.

10. Democracy and equity**:** The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

B.   Highly Capable/Advanced Learning Opportunities/Spectrum

Differentiation Through Project-Based Learning and Honors Designation

Opportunities for all students to learn in an enriched environment: inclusive, de-tracked programs for all students with differentiated instruction. Students demonstrate their reasoning and creativity in solving real-world problems through project-based learning, exhibitions, and their Hale Action Projects (as reflected in Common Principle #6 of the Ten Common Principles of CES).
In 9th and 10th grade core classes, an honors designation is available to students in Math, Science, Language Arts and Social Studies. In 11th and 12th grade, Advanced Placement classes are offered in the following areas: Art, Computer Science, Language Arts, Calculus, Statistics, Environmental Science, US History, Japanese, and Spanish. Advanced Placement (AP) classes are approved by the College Board and students may earn college credit by scoring 3 or better on the subject area AP test in the spring.
Honors designation involves academic work that is rigorous and requires application of higher level thinking skills above and beyond standard content acquisition. Students who earn honors exhibit superior performance in all aspects with work that exemplifies the highest quality of performance. Students engage in rigorous learning experiences. Rigor is defined as complex, provocative, and personally or emotionally challenging material. Students who can earn honors demonstrate curiosity and intellectual interest beyond "merely getting a grade."

C.   Social Emotional/Trauma/Behavior
All of the above Tier 1 support applies to our students with these indicators.

D.   Students with an IEP
Opportunities for all students to learn in an enriched environment: inclusive, de-tracked programs for all students with differentiated instruction. Students demonstrate their reasoning and creativity in solving real-world problems through project-based learning, exhibitions, and their Hale Action Projects (as reflected in Common Principle #6 of the Ten Common Principles of CES).

Students are included in the general classroom for most of the day, and within one small support class for specially designed instruction each day.

E.   English Language Learner Students

Opportunities for all students to learn in an enriched environment: inclusive, de-tracked programs for all students with differentiated instruction. Students demonstrate their reasoning and creativity in solving real-world problems through project-based learning, exhibitions, and their Hale Action Projects (as reflected in Common Principle #6 of the Ten Common Principles of CES).

ELL students are included in the general education classrooms with small groups and/or support classes and support personnel.

F. Eliminating Opportunity Gaps / African American Males

Opportunities for all students to learn in an enriched environment: inclusive, de-tracked programs for all students with differentiated instruction. Students demonstrate their reasoning and creativity in solving real-world problems through project-based learning, exhibitions, and their Hale Action Projects (as reflected in Common Principle #6 of the Ten Common Principles of CES).

African American-Black male students are supported by Black Student Union for Excellence, Voice and Choice in Project Based Learning Experiences, One to One tutoring, NHHS Staff Race and Equity professional development, and culturally competent pedagogy.

Tier 2 strategies

A. Eliminating Opportunity Gaps / African American Males

Nathan Hale High School employs many preventative and proactive interventions. We begin preparing for the incoming 9th grade class in the spring of their 8th grade year. Student data is evaluated to identify struggling students and/or students needing other attention such as emotional or behavioral supports. The counseling teams work with middle school staff to discuss student needs and plan accordingly. The Math department reviews data to place students in appropriate classes. Staff from the Special Needs department have riser meetings to not only understand student goals and objectives but to strategically place them in appropriate classroom settings. Likewise, the ELL student information is reviewed so that these students can be placed in language groupings within 9th Grade Academy Classes.

Students demonstrating challenges with academics are assigned support classes. We offer Algebra and Geometry Labs, a Segmented Math class which provides Algebra curriculum over two years, the Read 180 program, and Personal Growth class for students needing support to be successful in high school and beyond. In addition, Support Time, self-directed and teacher-directed, is offered as part of Mentorship to help students get targeted support from teachers.

The Student Resource Team (SRT) meets weekly to monitor progress and discuss school-wide intervention, and individual students of concern. Students are identified through various channels including academic performance, attendance, discipline, and teacher input. The student's cumulative file, historical grade report, ELL, special needs, and health background is taken into consideration by the team. Parent and student participation is significant and necessary to develop some goal setting and an action plan. SRT monitors and adjusts using data to intervene and improve student outcomes. Student growth is determined through formative and summative assessments.

The Reset program is a program in which students receive a referral to stay afterschool with an administrator on Friday afternoons to work through problem solving, goal setting and schoolwork. Reset is an alternative to suspension where students identify how they have made a poor choice and how they will make up for the poor choice. They create a plan for restitution. It precedes a re-entry into the classroom the following week.

B. Social Emotional/Trauma/Behavior

All of the above Tier 2 support applies to our students with these indicators.

Tier 3 strategies

A. Special Education

Students in Special Education classes such as Medically Fragile, Life Skills, Low Incidence 4, and Social Emotional Learning (SEL) are on the continuum of services offered more intensive support for students with more pronounced needs.

Our school offers professional development that is high quality and ongoing.
PD Plan 2016-2017
Goals:
1.) For staff to implement pedagogical practices that express the affective work they do with the students (relationship building, increasing students' sense of belonging, building connectedness). Teachers will identify and use 1-3 new strategies to build positive beliefs and positive relationships with students. The strategies will come from work with Zaretta Hammond's book and collaboration with other staff.

Outcome:
Our students will gain an authentic sense of belonging to their peer groups, classes, and their mentorship teacher as they improve their own beliefs about themselves as a contributing and engaged community member. Conversely, our teaching and support staff will, through their relationship building and educational practices, increase their belief in their students' ability to learn and succeed.
Children require a sense belonging as much as healthy food and safe shelter. Their sense of belonging through positive relationships serves to embolden them to transcend chronic and traumatic personal histories. A young person's self-actualization is the basis for them to become emotionally, socially and academically stronger. We will assess progress toward the goals in two ways: 1. through student climate survey data collected three times a year (focusing on sense of belonging), and 2. through monitoring academic grades.

Strategies:
1.) Professional Learning Communities (PLCs)
A PLC is "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." (http://www.allthingsplc.info/about). Educators meet during Late Start Tuesday sessions, 29 in total, 8:15-9:30 A.M., in PLC's, alternating between content and grade levels to collaboratively develop and leverage ongoing formative assessments, knowing that these ongoing assessments are key to impactful and relevant instruction. Ultimately, these assessments inform Hale staff and their teams about student learning and progress. By doing so they can make appropriate differentiated adjustments to their instruction and resources. Furthermore, these teams of educators understand the appeal of and need for relevant curriculum be it cultural, political, economic, scientific, technological, and environmental, and achieve this through collaboratively developed, integrated content areas. Students demonstrate their understanding and knowledge through significant projects for periodic exhibitions. It is these strategies and structures that express pedagogical care for students.

2.) Critical Friends Groups (CFGs)
CFGs are essentially teams of staff, meeting regularly over the school year, with the goal of helping each other examine and improve their own instructional and support practices. After gaining a solid grounding in group

processes skills, members focus on designing learning goals for students. Hale staff carefully consider these specific goals so others can observe them in operation. They also discuss and cultivate instructional and support strategies, and share evidence demonstrating more thorough student learning and meeting targeted goals. The structure of CFG's engender mutual peer support coupled with honest critical feedback. "They then work to adapt and revise their goals and strategies." (Critical Friends Groups Coaches Manual, revised 2005) Educators meet in CFGs to analyze student work, to read research articles, and to use other resources in order to improve instruction. Each CFG has a specific lens through which educators
do this work.
The CFGs are:

Race and Equity	Community Building	Project Based Learning	Creative Schools
Instructional Tech	Differentiation	Interdisciplinary TBD	Main Office
Counseling	Instructional Assistants		

CFGs meet eight times over the course of the school year on following dates: early release: 9/28, 10/26, 3/22, 5/10, and after school: 12/1 or 12/8, 1/19, 2/9, 4/27.

    1.) Staff Meetings:

Staff meetings this school year are dedicated to engage in the work for educators' cultural competency, using *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014) by Zaretta L. Hammond, in addition to the efforts going into the new high school graduation requirements (24 credits and High School and Beyond Plan). Staff meetings will also serve to familiarize educators more closely with district resources such as the Academic Data Warehouse (ADW).

    2.) Teachers are offered on an ongoing basis research-based literature relating to education, such as:

Abeles, Vicky: *Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation*
Brown, Brene': *Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*; *Rising Strong*
Delpit, Lisa: *Multiplication is for White People: Raising Expectations for Other People's Children.*
DiAngelo, Robin: *What Does it Mean to be White?*
Duckworth, Angela: *Grit: The Power of Passion and Perseverance*
Ginsberg, Margery B. and Raymond J. Wlodkowski: *Creating Highly Motivating Classrooms for all Students*
Hammond, Zaretta: *Culturally Responsive Teaching & the Brain*
Ladson-Billings, Gloria: *The Dream-Keepers. Successful Teachers of African American Children*
Lythcott-Haims, Julie: *How to Raise an Adult: Break free of the Overparenting Trap and Prepare Your Kid for Success.*
Michael, Ali: *Raising Race Questions. Whiteness and Inquiry in Education.*
Wagner, Tony and Ted Dintersmith: *Most Likely to Succeed: Preparing Our Kids for the Innovation Era*
Holt, John: *How Children Learn*
Robinson, Ken: *Creative School: The Grassroots Revolution That's Transforming Education*

Our school will increase parent/family engagement.

Nathan Hale High School welcomes family involvement in myriad ways such as Sports, Science and Theater Boosters, Student Exhibitions, PTSO, SPREE, Bite of Hale, to name a few. Communication with families is multi-pronged through Schoology, Email, Phone, Hale Mail, and our Friday phone message. Families generally feel connected to the NHHS School community as evidenced by the results of our family surveys for 2015 and 2016. Approximately 70% of our respondents felt they had influence in the decision-making aspects of our school, while 75% felt that our climate was welcoming and culturally responsive. That said, we still have work to do in this area as only 56% believed that our school has successfully overcome cultural barriers between staff and families. This year, we've implemented the Hale Ambassadors, a family engagement program that

harnesses the power of parent and student volunteers as welcoming ambassadors for all families, but primarily ELL families, to become better informed, knowledgeable, and engaged in our school to support their students, our students. The objective is to improve student achievement by increasing family engagement and relationships with their student and school which will occur through deepening each family's understanding of the mechanisms and systems of their student's education. The focal point of this outreach is the creation of a hospitality table which is staffed by trained Hale Ambassadors, a cadre of English speaking and Bilingual students to greet families and offer translation assistance with forms, tours and information. Hale Ambassadors will be recognized at each event by their Hale Ambassador t-shirts.   **Homework Policy** At the teacher's discretion, homework varies from zero to two hours per day, and increases as developmentally appropriate by grade level. Late work is accepted at the teacher's discretion. The focus is on learning, not on the time it takes some students to meet standard.

Our staff is involved in decision-making.

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2016 Bylaws for Nathan Hale's Senate
(Approved 5/17/2016)
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Mission: The mission of the Nathan Hale Senate is to provide for a school and community wide collaborative decision making process that develops and sustains an organizational structure for the effective management of Nathan hale High School in the service of our community.

Nathan Hale Senate Organization:

The goals and procedures of the Nathan Hale Senate (NHS) are in alignment with the Nathan Hale CSIP plan (appendix I), Seattle School District Strategic Plans and the Nathan Hale High School mission to educate our students to become honorable, skillful, thinking citizens.

NHS recognizes and is committed to observing existing policies and procedures, collective bargaining agreements, other District agreements and applicable laws as established under Seattle School District Policy F20.01 (April 1996)

NHS is guided by the principle of the Open Meetings Law in assuring that the meetings shall be open to the public unless otherwise advised under SSD F20.01 (April 1996)

NHS is mandated to set annual goals and develop plans for achieving its mission.

NHS Operating Procedures:

Voting Members: The Senate will consist of 28 members, one representative elected from each of the following areas (except for at-large):

Career & Technical Education (Radio, Business, Graphics, Family and Consumer Science)

Fine Arts (Music, Photography, Art)

Special Needs SM1 and ELL

Special Needs SM2 and higher

Math

Science

Language Arts

Social Studies

World Languages

Counseling, library, nurse

Physical Education

Ninth Grade Academy

Tenth Grade Integrated Studies

SAEOPs

Parapros

Principal

Two grade 11-12 teachers at-large

Four Students (There would be no alternates just as there are none for teachers.)
Six Parents (one each from PTO board, 9th, 10th, 11th, 12th and Special Needs)
Nathan Hale Foundation
If no one is willing to run, the department head will be the representative. Student representatives will be chosen during class elections.

Filling Vacancies: If a duly elected Senate member vacates his or her position, the department will be responsible for selecting a new member. At-large members will be filled at the recommendation of the Senate Chairperson. Student members will be replaced at the recommendation of their class cabinet.

Terms of office for Senate members: Elections will be held in late May and new members will officially take office on the completion of the last school day of each year. Freshman & Parent Senators would be elected by the end of September.

Officers: The Senate will select its own Chairperson to preside over the Senate and a recording secretary for a term of one year from its own voting members. If the chairperson is absent from a meeting, he/she will designate a replacement. The secretary will take attendance and notes for each meeting.

Duties of the Senate Chairperson
1. To chair each meeting of the Senate.
2. To appoint a chair to each of the Senate standing committees as designated below or to standing committees later created by the Senate.
>   a. Budget
>   b. Professional Development
>   c. CSIP
>   d. Senate Evaluation
3. To create special (ad hoc) subcommittees as needed or required from the Senate and the broader Hale community.
4. To request committee reports.
5. To set the agenda for each Senate meeting.
6. To ensure consistent attendance of elected representatives and confer with departmental areas/when an elected representative from that department has missed two consecutive meetings.
7. The out-going Chairperson (or secretary in his/her absence) shall be responsible for calling the first meeting of the school year before the new Chairperson is to be elected.

Term Limit: The Senate Chairperson shall hold office for one year and may be reelected to serve a 2nd year in succession. A Senate chair may seek reelection after a two-year hiatus from his/her previous tenure as Senate chairperson.

Compensation: A fund is established by the contract to pay staff that serves on the Senate. The Chairperson shall receive $500.00 for each one-year term served, the Secretary shall receive $350.00 and the residual from the fund is to be distributed based on attendance to the rest of the staff Senate members. The Chairperson is responsible for the completion of all paperwork to get this done.

Quorum: A quorum is constituted by half plus one of the membership and must be present at the meeting for voting business to take place or to introduce new business. In the absence of a quorum, committee reports may take place. Absent members may send another member from their constituency to count as a quorum with voice and may vote the proxy only. Proxies may also be submitted to and to be voted by the Chairperson.

Meeting Times: The Senate will meet, normally, after school, starting fifteen minutes after completion of the school day, twice per month. The dates and location of meetings will be set by a vote of the Senate at the first meeting of the year. Meetings will last for one hour unless there is a motion passed to extend the time.

Open Meetings: Senate meetings are open to visitors who have voice but may not vote.

Agenda: The agenda is a proposed document that upon adoption by the Senate remains fixed for the meeting unless amended by a vote of the Senate. Members of the Senate, or of Nathan Hale's staff or student body

must submit items for the agenda no later than 24 hours prior to the regularly scheduled meeting to the Senate Chairperson. During each meeting a printed agenda will be available.

Senate Proposals: Any new proposal must be submitted by a senator or a senate committee. All proposals will be vetted by the Chairperson to ensure that they are not in violation of the SEA contract, district policy, and or state and federal law and are with the purview of the Senate to Act. Proposals to be considered by the Senate must be limited in scope to single agenda items. Complex proposals with numerous items that are submitted to the Chairperson should be referred to committee.

Voting: Voting shall be in accordance with Robert's Rules of Order. A simple majority of voting members will carry the motion. The Senate chair will serve as a parliamentarian and a copy of Roberts Rules of order or an abridged version will be available at all meetings for reference.

By-laws Amendments
By-laws can be amended by the Senate at any time with a two-thirds majority vote of the members present, providing they constitute a quorum.

This Nathan Hale Decision Making Matrix is <u>Being Revised 2016-2017</u>

Nathan Hale Decision-Making Matrix
Code: <u>A</u>pprove <u>R</u>ecommend <u>D</u>ecide <u>SD</u> Shared Decision

Group Issue	District	Admin	Staff	Athletic Director	Act Coor.	Senate	Academic Teams	Dept. Chairs	School Resource Team	ASNH	Committees	PTSA	NH Foundation	All Sports Boosters	Music Boosters	CFG
Budget	A	SD	R,SD			R,,A					R					
ASB Budget	A	A		R	R					D						
Hiring	A	D	R	R				R			R					
Transformation Plan	A	SD	SD			R	SD	SD			R					
Curriculum	A,R	SD	SD				SD	R	R							R
Assessment	A	SD	SD					R	R	R						R
Staff Goals / Eval.		SD	SD	R												
Professional Development	R	SD	SD	R,D	SD		R	R			R					D
Staff / Grade Assignments		D	R	R			R	R								
Building Use		A,D		R	R	R	R	R								
Students at Risk	R	D	D				SD		SD	R						
Daily Schedule		SD	R			SD	R	R								
Stipends / Extra Time	A	SD	SD			R										
Teacher Intern		D	SD				R	R								
School Wide Events		A	R	R	D	R				SD		R	R	R	R	
Discipline School Wide	A	D	R			R			R	R						
Safety	R	SD	R						R	R	SD	R				
Building Climate		A	SD		R	R	R	R	R	SD	SD					
Community Involvement	R	SD	R	R	R	SD			R	SD	SD	SD	R	R	R	
Attendance & Tardies		D,SD	SD			D			R	R						
Extracurricular (by staff)		SD	R	R	SD					R						
Grants	A	SD	R			R	SD	R			R				R	
Technology	D	SD	SD			SD	R	R				SD			R	
School Visitations		D	D		R	R				R						
Facility Maintenance	D	D	R	R												
Public Relations		D	R	R									R	R	R	
Fundraising		SD	R		R					SD		SD	SD	SD	SD	
Parent Activities		A	R	R	R	R			R	R		SD		SD	R	
Registration/Master Sched		D	R				R	R								
Support Staff Assignment																
Reflective, Ment., Reading			SD			SD										
Room Assignments		D	R													

We will assist our students to meet standard.
Nathan Hale High School employs many preventative and proactive interventions. Our MTSS plan is extensive. Preparations for incoming 9th grade students begin in spring the previous year. Student data is evaluated to identify struggling students and/or students needing other attention such as emotional or behavioral supports. The counseling teams work with middle school staff to discuss student needs and plan accordingly. The Math department reviews data to place students in appropriate classes. Staff from the Special Needs department have riser meetings to not only understand student goals and objectives but to strategically place them in appropriate classroom settings. Likewise, the ELL student information is reviewed so that these students can be placed in language groupings within 9th Grade Academy Classes.

Students who demonstrate challenges with academics are assigned support classes such as Algebra and Geometry Labs, and a Segmented Math class which provides Algebra curriculum over two years, and the Read 180 program. Additionally, Personal Growth classes are available for students in need of support to be

successful in high school and beyond. Finally, school-wide Support Time is offered as part of Mentorship to help students get targeted support from teachers.

The Student Resource Team (SRT) meets weekly to discuss overall student interventions and students of concern. Students are identified through various channels including academic performance, attendance, discipline, and teacher input. The student's cumulative file, historical grade report, ELL, special needs, and health background is taken into consideration by the team. Parent and student participation is significant and necessary to develop some goal setting and an action plan. SRT monitors and adjusts using data to intervene and improve student outcomes. Student growth is determined through formative and summative assessments.

Retain high quality, highly effective, and highly qualified staff.

We practice distributive leadership at Nathan Hale high school, for example, through staff involvement in determining staff PD needs, facilitating staff meetings, and teachers coaching the CFGs. We reconnect at the beginning of each school year through a retreat at an off-campus location to maintain and deepen our professional relationships and care for one another. This kind of participation in and maintaining in a building community leads to very low turn-over at Nathan Hale high school. The average for years of teaching experience (13.5 years in 2015/16) speaks to this.

Distinguished and national board certified teachers are working with our most challenged students in Algebra Lab, Geometry Lab, Segmented Math, and Personal Growth. 81.5% of all certificated teachers have at least a Master's Degree. All teachers are teaching in certificated content areas.

How do we support the transitions of new students and families into our school?

Welcoming and transition of new families begins with Future Family Information Nights held in December and February of the year before students enter as ninth graders. The evenings include information tables, tours and a detailed presentation of our academic program, culture and Coalition of Essential Schools philosophy.

Once students are assigned, we hold a New Family Evening and Dinner in June where families are introduced to activities, clubs, coaches and organizations for parents and guardians. The focus of this evening is making connections.

 In September, Raider Day kicks of the school year with an event the day before school starts featuring a parent/guardian coffee and presentation, planned activities for the new students and the opportunity to walk through schedules, try locker combinations and participate in other activities that make the first days of school go smoothly.

 Transition continues throughout the first quarter with Ninth Grade Monday Morning Meetings in the Performing Arts Center where students learn rights and responsibilities, meet student service staff and administrators and learn school traditions in order to participate fully as a class in spirit activities and homecoming. In all of our presentations to new families, we highlight examples found in the text "Raising an Adult" of transitioning high school students to increased personal responsibility and young adulthood.

How do we support students identified as Highly capable?
From Tier 1 Strategies (above):

G. Highly Capable/Advanced Learning Opportunities/Spectrum

Differentiation Through Project-Based Learning and Honors Designation
Opportunities for all students to learn in an enriched environment: inclusive, de-tracked programs for all students with differentiated instruction. Students demonstrate their reasoning and creativity in solving real-

world problems through project-based learning, exhibitions, and their Hale Action Projects (as reflected in Common Principle #6 of the Ten Common Principles of CES).

In 9th and 10th grade core classes, an honors designation is available to students in Math, Science, Language Arts and Social Studies. In 11th and 12th grade, Advanced Placement classes are offered in the following areas: Art, Computer Science, Language Arts, Calculus, Statistics, Environmental Science, US History, Japanese, and Spanish. Advanced Placement (AP) classes are approved by the College Board and students may earn college credit by scoring 3 or better on the subject area AP test in the spring.

Honors designation involves academic work that is rigorous and requires application of higher level thinking skills above and beyond standard content acquisition. Students who earn honors exhibit superior performance in all aspects with work that exemplifies the highest quality of performance. Students engage in rigorous learning experiences. Rigor is defined as complex, provocative, and personally or emotionally challenging material. Students who can earn honors demonstrate curiosity and intellectual interest beyond "merely getting a grade."

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	110,050	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	6,406,543	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	57,154	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	189,656	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	106,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	203,398	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	2,146,128	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals
We have chosen to focus on the following area(s) over the school year
Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
21% of 9th graders, 31% of 10th graders and 27% of 11th graders finished the school year with credit deficiencies. Students of color are disproportionally affected throughout all three grade levels (subgroup). From the climate survey data, we know that students' sense of belonging has decreased and that students of color are also disproportionately affected.	Student's sense of belonging as measured by the climate survey administered to all students (grades 9-12) will increase 8 points overall in comparison to last year's results (increase from 68% to 76%). For the subgroup sense of belonging will increase from 58% to 70%.	Whole School	June 2018

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
21% of 9th graders, 31% of 10th graders and 27% of 11th graders finished the school year with credit deficiencies. Students of color are disproportionally affected throughout all three grade levels (subgroup). From the climate survey data we know that students' sense of belonging has decreased and that students of color are also disproportionately affected.	**Language Arts**: At the end of the school year, 100% (1148 students) of language arts students will score 85% or higher on teacher-created classroom based assessments [be able to create an argument (orally or in writing) about ideas/issues in complex texts.] **Math:** At the end of the school year, 100% (150 students) of students in Algebra I will score 85% or higher on teacher-created classroom based assessments [solving systems of linear and quadratic equations.] **Science:** At the end of the school year, 100% (900 students) of students in science classes will score 85% or higher on teacher-created classroom based assessment [writing a clever (claim, evidence, reasoning) conclusion at the end of a scientific investigation.] **Social Studies:**	Department Chairs	June 2018

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
	At the end of the school year, 100% (1148 students) of students in social studies classes will score 85% or higher on teacher-created classroom based assessment [being able to use primary and secondary sources to support claims.]		

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Graduation rates for subgroups	Data shows us that between 2011 and 2016, of the students who do not graduate on time (i.e. 4-year cohort), students of color are overrepresented: In 2011, 19 of the 28 students not graduating with their 4-year-cohort were students of color. In 2012, 16 of the 27 students not graduating with their 4-year-cohort were students of color. In 2013, 15 of the 25 students graduating with their 4-year-cohort were students of color. In 2014, 10 of the 14 students graduating with their 4-year-cohort were students of color. In 2015, 15 of the 21 students not graduating with their 4-year-cohort were students of color. In 2016, 16 of the 26 students not graduating with their 4-year-cohort were students of color. We will decrease this number by 10% each year until all students of color graduate on time. We will increase the rate of students pursuing post-secondary education (currently 78%) by 3-5%.	Whole School	Each year for the next three years, 2018-2020

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
21% of 9th graders, 31% of 10th graders and 27% of 11th graders finished the school year with credit deficiencies. Students of color are disproportionally affected throughout all three grade levels (subgroup). From the climate survey data we know that students' sense of belonging has decreased and that students of color are also disproportionately affected.	Student's sense of belonging as measured by the climate survey administered to all students (grades 9-12) will increase 8 points overall in comparison to last year's results (increase from 68% to 76%). For the subgroup sense of belonging will increase from 58% to 70%.	Whole School	June 2018

**The Gap Closing Goal and School Culture Goal are the same goal because one can be accomplished only in unison with the other.