

Title I, Part A Targeted Assistance	
Building Data	
<b>Building:</b> Palouse Junction High School	<b>F/R Percentage:</b> 90.48% (October 1, 2018 count)
<b>Principal:</b> George Farrah	<b>Grade Span:</b> 9-12
<b>District:</b> North Franklin	<b>Building Enrollment:</b> 21 (October 1, 2018 count)
<b>Plan Date:</b> 2018-2020	<b>Board Approval Date:</b> January 28, 2019

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
George Farrah	Principal	farrah@nfsd.org
Emily Lopez	Special Education Teacher	elopez@nfsd.org
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Oly Andrewjeski	Secretary	<a href="mailto:oandrewjeski@nfsd.org">oandrewjeski@nfsd.org</a>
Adriana Rodriquez	Parent	

Vision Statement
PJHS will be a tolerant, nurturing and safe environment for all students. Students will strive to be respectful, self-disciplined productive learners. The curriculum will be standards based, engaging and educational. Classes will be a combination of online learning and teacher led courses. PJHS staff will be attentive and supportive to the students' well-being.

ESSA Supports: WA Framework Identification
<input type="checkbox"/> <b>Foundational:</b> Click or tap here to enter text.
<input type="checkbox"/> <b>Tier I: Targeted Supports: Targeted with 1-2 Student Groups:</b> Click or tap here to enter text.
<input type="checkbox"/> <b>Tier II: Targeted 3+Targeted EL Progress:</b>

### ESSA Supports: WA Framework Identification

Click or tap here to enter text.

☒ **Tier III Support: Comprehensive and Rad Identified schools:**

PJHS was identified as a Comprehensive school for Low Graduation rates.

### Partners in Consolidated Plan

#### Title I, Part A, Targeted Plan/Do/Study/Adjust Template School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

##### Title I, Part A: Targeted Assistance Model, Six Required Components:

- ☐ 1. Needs Assessment
- ☐ 2. Identification of Students
- ☐ 3. Practices and Strategies
- ☐ 4. Coordination and Transition
- ☐ 5. Parent and Family Engagement
- ☐ 6. Professional Development

##### Checklist for combined Title I, Part A Targeted Assistance Program Model

Is this plan:

- ☐ Based on a Needs Assessment
- ☐ Data driven
- ☐ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- ☐ Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your targeted plan, please ensure **all** of the following elements are included:

##### School Improvement Plan; WAC-180-16-220,

###### Plan Requirements:

- ☐ Annual Board approval
- ☐ Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- ☐ The ways in which the model is based on a self-review of the school's program
- ☐ The characteristics of successful schools

##### ESSA: Sec.1111(d)(1)(B),

###### Plan Requirements:

- ☐ Indicators of student performance against State-determined long-term goals
- ☐ Exposition of evidence-based interventions
- ☐ Proof of a school-level needs assessment
- ☐ Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive

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| <ul style="list-style-type: none"><li>□ Equity factors for all students</li><li>□ The use of technology to facilitate instruction</li><li>□ Parent, family, and community involvement, as they relate to a positive impact on student learning</li></ul> | <ul style="list-style-type: none"><li>support and improvement</li><li>□ Approval by the school, local educational agency and State educational agency</li></ul> |
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**TITLE I, PART A TARGETED ASSISTANCE TEMPLATE****COMPONENT #1: NEEDS ASSESSMENT****PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan	<p>Credit Recovery is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. Grade Recovery is a course-specific, skill-based learning opportunity for students who are currently at risk of failing a course or part of a course, have previously failed a semester or part of a semester, or are struggling to meet the more rigorous academic demands of North Franklin School District. Palouse Junction High School is course-specific, skill-based learning opportunity for students who are short credits for graduation, are falling behind on credits, or have missed course requirement due to illness or schedule conflicts.</p> <p>Palouse Junction High School can help to reduce dropout rates by enabling students to recover/earn the credits they need to graduate. A full K-12 standard-aligned curriculum allows students to recover and earn entire levels in one or more subject areas and allow them to graduate with their cohort.</p> <p>Palouse Junction High School is the only alternative high school for students in grades 9-12 in the North Franklin School District with a population of 27 students. Currently there are 16 males and 11 female students enrolled at PJHS with 74.07% of them being Hispanic/Latino of any race(s) and as of October 2, 2017, 92.59% were on free or reduced-price meals. In 2016, 28.0% of the students in an adjusted 4-Year Cohort graduated on time while 76.5% graduated on time on the adjusted 5-Year Cohort during 2015.</p> <p>Students who attend PJHS have not been successful academically in the standard school setting and many are 1-3 years behind their peers to graduate. While many of these students are coming to PJHS with only 2-4 credits as Juniors and/or Seniors from the regular high school. The school has a flexible schedule to accommodate the needs of the student population offering classes Monday through Thursday with an option to attend on Friday based on each student's performance Monday through Thursday. If a student does not meet the weekly criterion set forth by the individual student academic plan, then attending Friday school is mandatory. After school interventions are also offered from 3:00-7:00 p.m. for students who are credit deficient and/or needing to make up extra time in their school work.</p> <p>At the start of each school year a conference is held with the school's principal, staff, parent and student to go over expectations and an academic plan for each student. A school compact developed by the school, parent and student is also developed and signed by all stakeholders involved. These compacts are reviewed frequently by the parent, student and staff to ensure the compact, as well as the academic plan and expectations for all students are occurring.</p>
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## TITLE I, PART A TARGETED ASSISTANCE TEMPLATE

Do	<p><b>Specific:</b> Teachers who assign failing grades to students in courses that are necessary for graduation will be required to student-specific report which identifies course standards that were met, not met, or not covered in the applicable grading term (transcript). These reports may be used in combination with course and skill-specific diagnostic tools provided through software vendors and/or school or school-system assessments, all of which must be aligned with the North Franklin School District content standards for the course being pursued through Credit recovery.</p> <p><b>Measurable:</b> Students expected to make up credits on Odysseyware credit retrieval program. Students expected to complete a .5 credit every month on Odysseyware. 30% to 35% gains weekly. White board with daily progress has been set up in computer lab so students can check daily progress and weekly progress.</p> <p><b>Achievable:</b> Student receive a minimal 120 minutes or more to work on Odysseyware daily. Before school and Tuesday after school program 3:00 to 7:00pm allows additional time to work over and beyond. Students also can work on Odysseyware where internet is available.</p> <p>Instruction will be delivered through a combination of computer-based instructional software and targeted small-group instruction supervised and managed by a certified teacher in the subject/course being recovered or earned. Credit Recover/Grade Recovery/ teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software (Odysseyware).</p> <p>The student must complete his or her individual remediation plan within the published operating dates and hours of the Credit Recovery/Grade Recover Program. Student may attempt to recover multiple credits, but one credit must be completed before attempting the next (Odysseyware).</p> <p><b>Relevant:</b> Students realistically should complete .5 every 30 school days and a report of daily usage is available. Students have 4hr additional time every Tuesday during the afterschool program 3:00 to 7:00pm. Summer school credit retrieval program will be available in June and July.</p> <p><b>Time-bound:</b> Objective will start August 2017 and continue until June 2018. Daily and monthly reports generated will show progress with each student. Students will meet their objective at semester and then at the end of the year. Students may be removed from a Credit recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.</p> <p><b>Training:</b> All staff members have been trained on Odysseyware (updated) credit retrieval program in August. Students go through a 20 minute training session to</p>

**TITLE I, PART A TARGETED ASSISTANCE TEMPLATE**

	<p>learn how to use Odysseyware before they actually work on lessons. Additional training for staff and students continue during the year.</p> <p>PJHS Staff School-Based Program Directors will establish:</p> <ul style="list-style-type: none"><li>• Is an essential component for student progress and success</li><li>• Understands classroom management in a non-traditional setting</li><li>• Sets the tone for an effective, success-driven program</li><li>• Must be primarily student-oriented, with a basic knowledge of alternative teaching forms</li><li>• Has a general knowledge of curriculum with excellent facilitative skills</li><li>• Provides enthusiastic, motivational, imaginative leadership and guidance</li><li>• Utilizes resources to keep the best interest of the student I mind</li><li>• Strives to implement best practices</li><li>• Takes responsibility for scheduling, assessing data</li></ul> <p><b>Data:</b> Weekly reports generated to check progress on Odysseyware. Weekly progress reports from teachers (instructional classes) to monitor students at risk. Teachers, who assign failing grades to students in courses that are necessary for graduation will be required to submit a student specific report with identifies course standards that were met, not met. Scheduled meeting with the team to decide the next step to recover credit the student.</p> <p><b>Observe:</b> Daily observation and weekly staff meetings to seek feedback on the process.</p>
Study	<p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• Increased learning time. (After school program mandatory)</li><li>• Intervention classes</li><li>• Building relationship/Life Skills</li><li>• Odysseyware for credit recovery</li><li>• Small class size, receive more 1 on 1 instruction</li><li>• Teach to the test to help pass State Assessments</li><li>• ACT/SAT testing</li><li>• Establish a safe and supportive school environment.</li><li>• Senior meetings monthly checking on progress.</li><li>• Student of them month in every class including Odysseyware.</li><li>• Summer school program</li></ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"><li>• Attendance issues</li><li>• Dumping Ground for other schools</li></ul>



**TITLE 1, PART A TARGETED ASSISTANCE TEMPLATE**

	<ul style="list-style-type: none"><li>• State testing results</li><li>• Dropout rate</li><li>• All counselor-related duties fall upon the PJHS administration</li><li>• Student motivation and expectations</li><li>• Community involvement</li><li>• Parent involvement</li></ul> <ul style="list-style-type: none"><li>• PJHS currently has instructional intervention classes in Math. PJHS currently uses one software package for online courses and credit retrieval for its students. Odysseyware. PJHS recently added Tuesday after school program. This program is another tool that will reduce our dropout rate and raise our graduation rate. Students will work on Odysseyware and also have the help from a Para to complete missing work in all instructional classes. 2017 we added instructional classes, Chemistry lab, Earth Science, Art, and Health to help students complete graduation requirements.</li></ul>
Adjust	<ul style="list-style-type: none"><li>• Staff is making program recommendations based on their knowledge and work Discussing PJHS program with staff, parents, and the community, PJHS understood that our high risk students to also need to learn life skills remedies that will help them deal with every day issues when they occur. PJHS continues to work on building relationships and remembering they our working with high risk students.</li></ul>

**COMPONENT #2: IDENTIFICATION OF STUDENTS****PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS**

Plan	<ul style="list-style-type: none"><li>➤ PJHS qualifies as a Targeted Assistance School, only students identified as Title 1 –eligible may receive services funded by Title 1. Students’ eligible for Title 1 services are children not older than age 21 who are entitled to a free public education. A student is eligible for Title 1 services if identified by the school staff as failing or most at-risk of failing to meet state academic achievement standards. The identification of Title 1 eligible students must be based on multiple, educationally related, objective criteria established by the District and supplemented by the school Teacher recommendations; performance and screening tests have been used in the past. A school may continue this process using the composite sheet or creating a new composite to rank order students. The process must use multiple criteria and identify and serve those students with the greatest academic needs.</li></ul>
Do	<ul style="list-style-type: none"><li>❖ Palouse Junction Alternative High School uses specific criteria to identify eligible children in greatest need. The process includes use of state testing results, MAPS results, and formative assessment. Rank ordering is accomplished in the last and</li></ul>

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	<p>first month of the school year. Tests scores are also used to rank students who come mid-year. This allows students to be placed in the classes needed.</p> <ul style="list-style-type: none"> <li>❖ Students are eligible to apply for Credit Recovery if the final grade earned in course required for graduation was between 40% and 59%. Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term. Students are eligible to apply for credit retrieval if the current grade in a course required for graduation or promotion is below 60%. Students are eligible to apply for credit retrieval (Odysseware) if they are short credits for graduation, are falling behind on credits, or have missed course requirements due to illness or schedule conflicts.</li> </ul>
Study	Continues changes in student enrollment will continue to be a challenge. Staff will have to observe and go over previous data to determine the best game plan for each individual student attending PJHS.
Adjust	After identifying the staff will meet to determine the most effective game plan to assure positive progress. Introducing and teaching each student how to use Odysseware Credit Retrieval.
<b>COMPONENT #3: PRACTICES AND STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM</b>	
Plan	PJHS continues to use multiple strategies and practice to assure student progress. The plan is to focus on credit retrieval to make sure students can graduate on time. To do this PJHS must have options to have student success.
Do	<p>Staff member are update and trained regularly on Odysseware software to make sure Odysseware is used to its fullest capacity.</p> <p>Twice during the school year staff will help students fill out FAFSA paperwork. Students will have the option to take CTI course on Odysseware to help with career choices.</p>
Study	Odysseware allows us to modify the class taken to make sure it fits the students' needs or amendments.
Adjust	<p>Odysseware can be use 24/7 with internet access for those who want to work over and beyond.</p> <p>PJHS staff will continue the after-school program every Tuesday 3:00pm to 7:00 pm to make sure students make progress.</p>
<b>COMPONENT #4: COORDINATION AND TRANSITIONS</b>	
<b>PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES</b>	
Plan	PJHS uses multiple funding sources to assist students academically and to provide students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Funds are also used to provide



**TITLE I, PART A TARGETED ASSISTANCE TEMPLATE**

	<p>all students a significant opportunity to receive a fair, equitable, and high quality well-rounded education and close educational achievement gaps with the focus on graduation from high school. Federal Programs (Migrant, TBIP, Title I &amp; LAP, High Poverty LAP, Title III), Sped, Title II, and Levy/BEA funds are used to support students at PJHS. Based on the current low graduation rate after-school and summer assistance for credit retrieval and/or tutoring has been looked at as a need. PJHS receives students grades 9-12 who have not been successful at a regular high school. Plans for transitioning from a regular high school to PJHS (alternative high school) are in place.</p>
Do	<p>Every month the staff at PJHS look at the Bilingual and Migrant lists to determine which students at PJHS qualify for the Migrant and TBIP programs. The building principal and teachers review the academic needs of the Migrant and Bilingual students and what supports they will need in their schedule to support them academically. The Title I and LAP lists are also looked at each month as well to determine what students need extra assistance at PJHS. A review of each student's academic plan is completed at that time too and any changes and /or tweaks to any student's plan is developed, changed and implemented at that time. Transition plans for transfer students are also reviewed every time a student transfers to PJHS.</p>
Study	<p>Each student at PJHS is looked at as an individual and each student has his/her own academic plan to fit their unique needs. These plans are reviewed monthly and tweaked, modified and implemented as needed to fit the unique needs of the individual.</p>
Adjust	<p>PJHS offers extra para educator support to Migrant, Bilingual, LAP and Title I students, as well as Special Education students. Funds are used to provide a well-rounded education for each student attending PJHS. A LAP teacher provides an extra period of Math support to any LAP student who needs support in math. The principal offers time after school for credit retrieval support weekly and any student is able to do Odysseyware at home if need be. A summer program is offered for students to work on credit retrieval if they are lacking in graduation requirements. Funds from various funding sources mentioned above are used to support students at PJHS and for transition services. Title II funds are used for Professional Development and/or to recruit/sustain good teachers at PJHS. Title III funds are used to support teachers in the use of GLAD (Guided Language Acquisition Design) Professional Development in using GLAD strategies in the classroom to support our TBIP students.</p>

<b>COMPONENT #5: PARENT &amp; FAMILY ENGAGEMENT</b>	
<b>PROCEDURES TO SUPPORT PARENT AND FAMILY ENGAGEMENT WHICH ALIGNS TO TARGETED ASSISTANCE PRACTICES AND STRATEGIES</b>	
Plan	Efforts to increase community partnerships are ongoing at PJHS. PJHS students help with community events such as Connell Festival, and will continue to volunteer to help with multiple events. PJHS will continue to volunteer at local churches, and help with yard clean- up for citizens in the community who are unable to do this task themselves. PJHS students also volunteer time at family reading nights at the elementary schools and local library. Family members are welcomed and encouraged to participate in PJHS holiday celebrations. Family members spend time preparing food for staff and students.
Do	<ul style="list-style-type: none"> <li>• Parent feedback during conferences. 100% parent attendance.</li> <li>• Family support during PJHS feeds at school.</li> <li>• Guest speakers from our community to share experiences.</li> <li>• Parent participation with Title conference.</li> <li>• Parents and Family surveys completed and returned.</li> <li>• Weekly contact Over and Beyond</li> <li>• Community Service</li> <li>• Communicate with parents using: email, phone call, Skyward, conferences, IEP, home visitor, and weekly progress reports sent home every Friday. Over and beyond progress reports sent to parents weekly.</li> <li>• Parent/Student/Teacher Compact will be discussed during the interview process at the beginning of year to determine if student will be allowed to attend PJHS.</li> </ul>
Study	PJHS attending in district trainings, summer workshops, and continuing weekly communication with parents will engage parents to participate and also help staff with developing multiple strategies to help parents and family become more involved with PJHS and their child's education.
Adjust	PJHS Staff will have weekly contact with parents keeping them updated with their child's progress. Positive parent contact and letters of achievement sent home monthly. Student incentives and rewards given for students of the month in every class.
<b>COMPONENT #6: PROFESSIONAL DEVELOPMENT</b>	
<b>PROCEDURES TO SUPPORT THE PROFESSIONAL DEVELOPMENT NEEDS OF YOUR TARGETED BUILDING STAFF.</b>	
Plan	<ul style="list-style-type: none"> <li>▪ The emphasis in training for our staff has been Guided Language Acquisition Design (GLAD) to support our ELL/Migrant/Title I students. Training has also been provided to all staff in the area of parental involvement. This training has been part of our systematic training and</li> </ul>

**COMPONENT #5: PARENT & FAMILY ENGAGEMENT**

	<p>work with Professional Learning Communities. The district has focused training for all staff (certificated and classified) in the areas of GLAD, Professional Learning Communities, and Family Involvement.</p> <ul style="list-style-type: none"><li>▪ In-house trainings by outside experts or qualified, trained staff.</li><li>▪ Outside conferences and trainings.</li><li>▪ Mentoring and coaching programs by facilitators and/or teams</li><li>▪ Data analysis and technology training.</li><li>▪ Training in strategies to instruct limited English proficient children, including appropriate language and academic support services and use of curriculum and assessment.</li><li>▪ Training in methods of instructing students with special needs.</li><li>▪ Parent engagement strategies</li></ul>
Do	<p>Paraprofessionals work under the direct supervision of a qualified teacher whose responsibilities include, but are not limited to, supporting the lesson plan of a properly licensed teacher, providing technical assistance to the teacher, and helping with classroom management. Paraprofessionals hired with Title I funds are specifically assigned to support students receiving Title I services under the direct supervision of a qualified teacher.</p>
Study	<p>Weekly PLC meetings to identify each student's needs to make sure academically they are on track. Weekly communication to parents discussing attendance and academic progress if needed. Paras will attend additional training to ensure quality support will be given to each student in need of assistance academically and emotionally.</p>
Adjust	<p>PJHS will continue to raise expectations for students and staff. Making sure staff continually attends in-services and scheduled workshops that help teachers and paras work with students who need assistance. Staff will also attend one conference during the summer that will help them work with students who are high risk.</p>