

We are the Springwater Titans!



Springwater Trail High School

# INSPIRE & EMPOWER

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• EACH STUDENT •



Culturally Responsive Graduates Who Will  
Thrive in an Ever-Changing Global Community

# GRESHAM-BARLOW LEARNING MODEL

Inspiring & Empowering Culturally Responsive Graduates  
Who Will Thrive in an Ever-Changing Global Community

Accessible and Intentional Instruction includes all aspects of teaching and learning in order to ensure equitable access and outcomes for all students

**Accessible & Intentional Instruction**

Warm, welcoming, and safe environments which acknowledge the various cultures and lived experiences of our students and allows them to learn, grow, and thrive

**Teaching & Learning Environment**

**Evidence-Based Decision Making**

Differentiation decisions and classroom-level instructional decisions to support student learning are based on data

**Family, School, & Community Partnerships**

Schools, community agencies, and other organizations engage families in meaningful and culturally appropriate ways while families take initiative to actively support their children's development and learning

# STHS Theory Of Action

## Systems

**If** we effectively track and evaluate our tiered interventions and supports

## Instruction

**If** we provide quality rigorous collaborative learning opportunities for all students (including PBL) across all classrooms

**Then**, student engagement and learning will increase as measured by an increase in both our 9<sup>th</sup> grade on track rates and our 4-year graduation rates.

# 2019-2020 STHS Goals

Goal #1: The four-year cohort graduation rate will rise from 70% in the 2014-2015 school year to 90% for the class of 2020.

## Progress Monitoring:

2015-2016 rate: 84.2%

2016-2017 rate: 87.5%

2017-2018 rate: 94%

2018-2019 rate: 100%

# 2019-2020 STHS Goals

Goal #2: The percentage of 9th graders on-track to graduate will rise from 85.7% in the 2014-2015 school year to 90% in the 2019-2020 school year.

## Progress Monitoring:

2015-2016 rate: 79.1%

2016-2017 rate: 56.5%

2017-2018 rate: 94%

2018-2019 rate: 88%

# Priorities To Meet Our Goals

(In alignment with the GBSD Learning Model)

## *Accessible and Intentional Instruction*

- \* Student Motivation Framework:  
Readiness + Interest & Relevance + Rigor = Engagement
- \* Project-Based Learning / Collaborative Learning
- \* Social/Emotional/21st Century Skills (Soft Skills)
- \* Culturally and societally relevant instruction & learning opportunities

# Priorities To Meet Our Goals

(In alignment with the GBSD Learning Model)

*Evidence-Based Decision-Making:* Tiered Intervention/Prevention

- \* Incentive Field Trips/Shout-outs/Personal & Public Recognitions
- \* Refinement of our Early Warning Indicator Intervention System (academic, attendance, behavior/social/emotional)
- \* Consistent Case Management and Targeted Academic Support
- \* Mental Health Support: Western Psychological 2 x week (baseline = 0)
- \* Triaging support between school/family/community partners



# Priorities To Meet Our Goals

(In alignment with the GBSD Learning Model)

## *Teaching & Learning Environment: School Climate*

- \* Trauma-informed Practice / Mindfulness
- \* Advisory & multiple layers of staff support and guidance
- \* Teacher-Student-Parent Relationships
- \* STHS Core Values
- \* Growth Mindset: Connecting Beliefs to Actions

# Priorities To Meet Our Goals

(In alignment with the GBSD Learning Model)

## *Family, School & Community Partnerships*

- \* Authentic Learning Experiences outside of the building, including post-secondary and career path exploration
- \* Continued enhancement of our middle college program
- \* Flexible Learning Opportunities to meet the diverse needs of our learners