

Year One (2022-2023)

GRAD PARTNERSHIP

**Promoting Student
Success**



**RURAL SCHOOLS
COLLABORATIVE**





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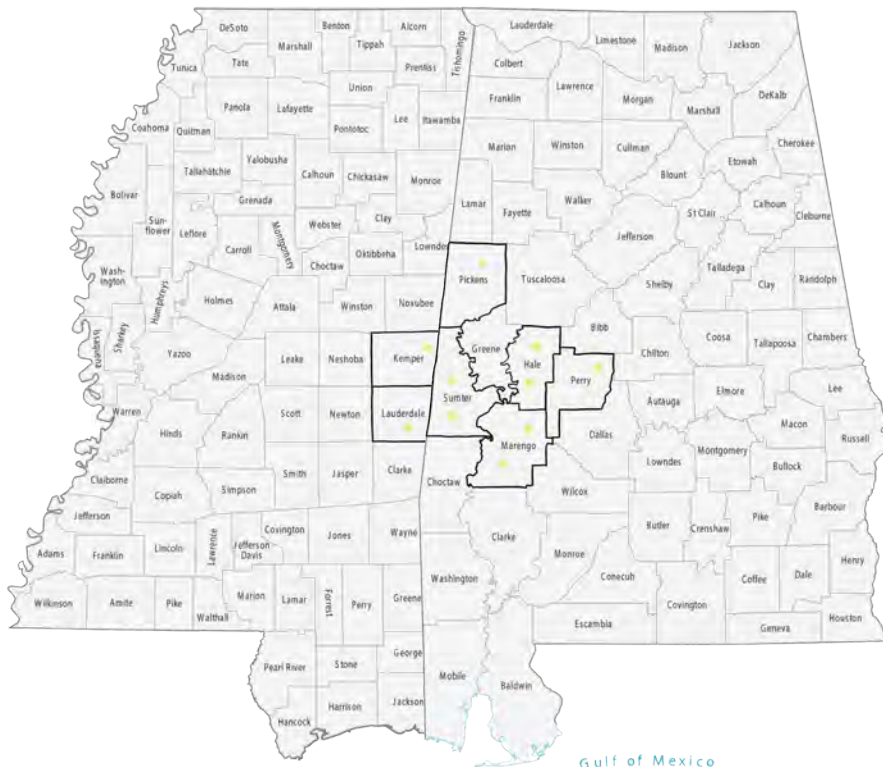
AGENDA

GRAD Partnership End-of-Year Celebration

Welcome	9:30-9:40 AM
School Presentations (5-7 Minutes Each)	9:45-10:45 AM
Small Group Discussions - Successes/Wins	10:50-11:15 AM
Lunch	11:15-12:15 PM
Small Group Discussions - Challenges/Opportunities	12:20-12:40 PM
UWA Opportunities Presentation	12:45-1:00 PM
National Data Collection Tool Overview	1:00-1:10 PM
Wrap-up / Q&A	1:00-1:15 PM
End-of-Year Reports	1:15-1:30 PM

BLACK BELT COHORT

1. Amelia Love Johnson School
2. Demopolis High School
3. Francis Marion School
4. Greensboro High School
5. Hale County High School
6. Kemper County High School
7. Pickens County High School
8. Southeast Lauderdale High School
9. Sumter Central High School
10. University Charter School





Contact

Name

William Martin
Principal

Email

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Phone

334-627-3364

School Facts

Grades Covered

K-12

Number of Students

165

Faculty/Staff Size

39

Team Members

Student Success Team

The School Resource Team at AL Johnson has headed up their GRAD Partnership work. This team includes the principal, teachers, coaches, district personnel, and community members.



Amelia Love Johnson High School

Thomaston, AL

We will encourage all students to become lifelong learners while preparing them to be college and career ready.

Student Success Indicator(s)

Attendance, Behavior, Course Performance, Connectedness

The primary data points we are collecting derive from our School Resource Team members sharing a customized referral form with their assigned faculty members. These faculty members return the referral forms back to the SRT Members and any referrals are shared at our Monthly SRT Meeting.

Project Successes / Major Wins

The successes are that we are continuing to provide the physical needs for referrals such as clean clothes, extra clothes for those who are lacking, washer and dryer on campus to wash clothes for students when needed, ironing board and iron on campus. We believe that the physical needs must be taken care of before we can reach the emotional needs. We are also providing our students with experiences outside of the school setting through field trips and our annual Career Day Event.

Project Challenges

Time to adequately attend the meetings and events scheduled by the GRAD Partnership.





Contact

Name

Terina Gantt
Principal

Email

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Phone

334-289-0294

School Facts

Grades Covered

9-12

Number of Students

650

Faculty/Staff Size

41 Certified Faculty
78 Total Employees

Team Members

Student Success Team

All adult employees are included in the Demopolis High School student success teams.

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Demopolis High School

Demopolis, AL

Maximizing student learning to produce successful citizens.

Student Success Indicator(s)

Attendance, Behavior, Course Performance, Connectedness

We are using the indicators of Attendance, Academics, Behavior, and Connectedness as indicators to determine if students are in high need or moderate need. Grade-level teams, comprised of every adult in the building, analyze student data at the end of every nine weeks. Based on the data, if a student is identified as 'in need,' a mentor chooses the student and meets either weekly or bi-weekly. These check-in meetings allow for a caring adult in the building to check on the student in areas of academics, as well as social-emotional areas.

Project Successes / Major Wins

First and foremost, our biggest win is faculty and staff buy-in. The Demopolis High School faculty and staff have embraced student success teams and as a result, students are benefitting. From the first check-in to the second check-in, 22% of identified students were moved down a category. Discipline referrals dropped significantly in that same time period, as well.

Project Challenges

Time is and will always be a challenge. Finding time for faculty and staff to disaggregate student data is challenging. Currently, this occurs during a PLC. Realistically, this is not enough time to adequately analyze the data for the approximately 160 students per grade level.





Francis Marion School

Marion, AL

Francis Marion strives to be a community of learners in which all members act respectful, responsible, and resourceful. We will provide our students with a strong academic foundation to help them reach their true potential in becoming college and career ready.

Contact

Name

Bruce Jackson
Principal

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School Facts

Grades Covered

K-12

Number of Students

495

Faculty/Staff Size

58

Team Members

Student Success Team

Francis Marion has developed student success teams for behavior and attendance. They are comprised of administrators, counselors, teachers, coaches, and school resource officers.

Student Success Indicator(s)

Attendance, Behavior, Course Performance

Our project overview focus is attendance, behavior, and academic growth (IReady and ACT). We are collecting data from PowerSchools, IReady, and the ACT and analyzing it weekly at departmental and grade-level meetings.

We are looking at the following data points: PowerSchool-Attendance and Perfect Attendance, PowerSchool-Out of School Suspensions (Discipline Referrals), and Improved ACT Data and IReady Data

Project Successes / Major Wins

We are excited to report that we have experienced improvement across each of our indicators. We have seen improvements in academic, discipline, and attendance data.

Project Challenges

We have faced challenges and still see room for growth in the following areas:

Dress Code Enforcement

Attendance (Reduce Chronic Absenteeism)

Importance of Reading and Writing (Skills)



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Francis Marion
SCHOOL



Contact

Name

Marlon Murray, Director
Hale County College and Career Academy

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Phone

205-887-0657

School Facts

Grades Covered

9-12

Number of Students

334

Faculty/Staff Size

19 Teachers (Approximately)

Team Members

Student Success Team

The student success team for Hale County High School pairs the HCHS counselor with faculty, counselors, and administrators from the Hale County College and Career Academy.

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Greensboro High School

Greensboro, AL

The mission of the Hale County School System is to provide opportunities for all students to succeed in a globally diverse society. All students will participate in rigorous academic, technological, and workforce skills in order to access and express information, thoughts and ideas. All schools will maintain a safe, engaging environment where responsibility is expected and initiative is encouraged from all stakeholders.

Student Success Indicator(s)

Attendance, Behavior, Course Performance, Connectedness

The school counselor from Hale County High School is looking at each of these indicators as she makes recommendations for students to enroll in the Jobs for America's Graduates (JAG) program at the Hale County College and Career Academy. Once enrolled in JAG, the JAG instructor will continue to support and monitor students in these four areas through PowerSchools and through student surveys.

Project Successes / Major Wins

We have seen great improvements in our student's confidence and behavior since they began participating in the JAG program.

We are also happy to see our students truly enjoying JAG. Students have reported loving the competitions, new friendships, service projects, and their teacher.

One of our students' public speaking clip about her JAG experiences was shared across national GRAD Partnership social media platforms.

Project Challenges

We are facing challenges with the scheduling of students for JAG. Students must be able to fit the class in with the rest of the course load.





Contact

Name

Marlon Murray, Director
Hale County College and Career Academy

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Phone

205-887-0657

School Facts

Grades Covered

9-12

Number of Students

371

Faculty/Staff Size

21 Teachers (Approximately)

Team Members

Student Success Team

The student success team for Hale County High School pairs the HCHS counselor with faculty, counselors, and administrators from the Hale County College and Career Academy.



Hale County High School

Moundville, AL

The mission of the Hale County School System is to provide opportunities for all students to succeed in a globally diverse society. All students will participate in rigorous academic, technological, and workforce skills in order to access and express information, thoughts and ideas. All schools will maintain a safe, engaging environment where responsibility is expected and initiative is encouraged from all stakeholders.

Student Success Indicator(s)

Attendance, Behavior, Course Performance, Connectedness

The school counselor from Hale County High School is looking at each of these indicators as she makes recommendations for students to enroll in the Jobs for America's Graduates (JAG) program at the Hale County College and Career Academy. Once enrolled in JAG, the JAG instructor will continue to support and monitor students in these four areas through PowerSchools and through student surveys.

Project Successes / Major Wins

We have seen great improvements in our student's confidence and behavior since they began participating in the JAG program.

We are also happy to see our students truly enjoying JAG. Students have reported loving the competitions, new friendships, service projects, and their teacher.

One Hale County student and long-time JAG participant qualified for a free trip to the National JAG competition in Orlando, FL. This is a great accomplishment for him, and a great motivation for other students to continue working hard.

Project Challenges

We are facing challenges with the scheduling of students for JAG. Students must be able to fit the class in with the rest of the course load.





Kemper County High School

DeKalb, MS

The vision of Kemper County High School is to create a climate where students feel safe and excel academically while becoming college and career ready.

Contact

Name

Kisha Thompson
Graduation Coach

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Phone

601-743-5292

School Facts

Grades Covered

9-12

Number of Students

323

Faculty/Staff Size

34 Teachers

Team Members

Student Success Team

The Kemper County student success team is primarily comprised of the graduation coach and director of innovation.

Student Success Indicator(s)

Attendance and Course Performance

We are utilizing weekly attendance reports to track attendance. We then meet with students and parents/guardians to sign attendance contracts which will encourage attendance and reward attendance contracts that are honored.

We are also utilizing weekly performance reports, progress reports, and report cards to monitor student progress. We then meet with students, parents/guardians and teachers to put progress plans in place (as well as monitor/alter) and create grade contracts which will encourage completing assignments and coursework. Honored grade contracts are rewarded.

Project Successes / Major Wins

We want to celebrate being able to start tracking the data, creating grade/attendance contracts, and our work with the students who have been identified thus far.

Project Challenges

We are still working to expand our reach from seniors to the other grade levels (juniors, sophomores, and freshmen). Ultimately, we want to reach all high school students with these efforts.

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K HIGH SCHOOL



Pickens County High School

Reform, AL

Inspiring Ethical Leaders, One Child At A Time.

Contact

Name

Lee Richardson
Principal

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Phone

205-375-2344

School Facts

Grades Covered

5-12

Number of Students

300

Faculty/Staff Size

40

Team Members

Student Success Team

The Pickens County student success team includes the principal, interventionist, counselor, mental health personnel, and teachers.

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Student Success Indicator(s)

Attendance, Behavior, Course Performance

The primary data points are collected every three weeks with the issuance of progress reports or report cards. The Team meets every three weeks to discuss this and any behavior or attendance issues and/or improvement.

Project Successes / Major Wins

Our big successes are student growth in one or more areas: attendance, academics, and behavior.

Project Challenges

Unfortunately, the biggest challenges that we face are parent and student buy-in.





Contact

Name

Robbi Cooper
Graduation Coach

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Phone

601-483-5501

School Facts

Grades Covered

9-12

Number of Students

376

Faculty/Staff Size

34 Certified Faculty Members
66 Total Employees

Team Members

GRAD Partnership Team

The Southeast GRAD Partnership Team is made up of administrators, graduation coach, counselors, teachers, and coaches.

Southeast Lauderdale High School

Lauderdale County, MS

We aim to provide a safe learning environment with a welcoming atmosphere that creates a sense of belonging amongst the families. We maintain an inclusive environment that acknowledges and respects children from diverse families and cultural backgrounds. Our community strongly believes "Once a Tiger, Always a Tiger."

Student Success Indicator(s)

Connectedness/Belonging

We are tracking the percentage of students enrolled in a sport, club, CTE program or anything extra curricular that gets them involved in something outside of the classroom. Continuously updating percentage as students add activities.

Bi-monthly meetings with the GRAD partnership committee are held to review information and connected lists. We review gaps we still have, brainstorm ideas to improve and review success stories. We also meet with the whole staff once per nine weeks in order to encourage their support, ask for ideas, and discuss names of kids we need help getting connected. Finally, by using the data collected from our social emotional screeners we will see how kids are rating their social/emotional health, the culture at the school, their feeling of belonging. From this info we know who we need to meet with to see how we can better serve them.

Project Successes / Major Wins

The percent of students "connected" to something extra curricular at school was 60% when we started gathering data at the beginning of the school year. It is currently at 88% with 100% set to be involved in something in the fall. Some of the ways that we have increased connectedness was by" reviving Color Guard, E-Sports team and Diamond Girls. We also arranged on campus "jobs" for those interested in being involved this way. Finally, we started videography /photography managers for team sports.

One student who was not participating in anything but after encouragement, working with his parent to arrange a ride, support and push from the coaches he is now a State Champion powerlifter in his first season competing.

Project Challenges

Some of our biggest challenges are getting students who would like to participate in extracurricular activities after school but do not have transportation or financial resources for equipment involved.

We also have some students, especially seniors, who work and do not have time in their schedule to participate in school activities.



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Contact

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School Facts

Grades Covered

9-12

Number of Students

290

Faculty/Staff Size

25

Team Members

Student Success Team

The Sumter Central student success team is made up of a variety of key staff members including their instructional coach, an administrator, a counselor, an interventionist, a library media specialist, and a teacher.

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Sumter Central High School

York, AL

Sumter Central High School is a place where all stakeholders, staff, students, and parents are committed to excellence through the development of academics, character, and service. Sumter Central High School will be a place where we can learn, grow, and dream together. We will strive for excellence every day to prepare students to be successful tomorrow.

Student Success Indicator(s)

Course Performance

The indicator for our project was to raise student achievement schoolwide with the assistance of the after school tutoring program. This included increasing the number of students benchmarking on the WorkKeys (12th graders), ACT (11th & 12th graders), and students receiving a credential by their graduating year. The data was reviewed during our bi-weekly data meetings each month.

Project Successes / Major Wins

Our 11th and 12th graders were all on board in attending after-school tutoring to receive remediation to increase their WorkKeys and ACT scores in order to benchmark on these standardized tests. Students participated in activities geared toward their individualized needs. At this time we have 24 seniors with a credential with 7 credentialing in more than one area. By May 19th, another 12 will receive their credential as well. We are currently waiting on the results of our spring ACT results for our 11th graders, but we are hopeful that they did well.

Project Challenges

One of our biggest challenges was transportation. During the program this year we were unable to provide transportation for our students. We thank our faithful parents who were willing to carpool and provide transportation home for students wanting to attend.





Contact

Name

Tracy Bryan
Strategic Partnerships Officer

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205-652-3848

School Facts

Grades Covered

K-12

Number of Students

642

Faculty/Staff Size

76 Teachers
17 Staff Members

Team Members

Student Success Team

The UCS Cornerstone Committee is the primary team that manages our MTSS. The UCS Career Coach and Secondary Interventionist will be the most influential caring adults monitoring student participation and progress.

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University Charter School

Livingston, AL

The mission of University Charter School is to be an innovative, rural, diverse K-12 school that values collaboration with key stakeholders to cultivate independent thought, promotes the building of character and civic responsibility and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum.

Student Success Indicator(s)

Connectedness/Belonging (Primary), Attendance & Behavior (Secondary)

We are using informal interviews as well as student surveys to collect data regarding the success of the program. Interview (employee check-ins) occur weekly or bi-weekly with the BrewCS supervisor - at a minimum these are conducted when timesheets are reviewed. Surveys will be collected at the end of the semester to collect student responses about the impact of the project and their feelings of belonging, and self-efficacy.

Project Successes / Major Wins

Our students have made great strides in improving skills of responsibility, time management, attention to detail and communication. We recently celebrated specific student wins by providing an employee spotlight with a "bonus check". These students were selected by polling BrewCS customers and soliciting for accounts of exceptional employee behaviors. In interviews our students have acknowledged that working at BrewCS has helped them to meet more people in the school and be more comfortable communicating with peers and adults.

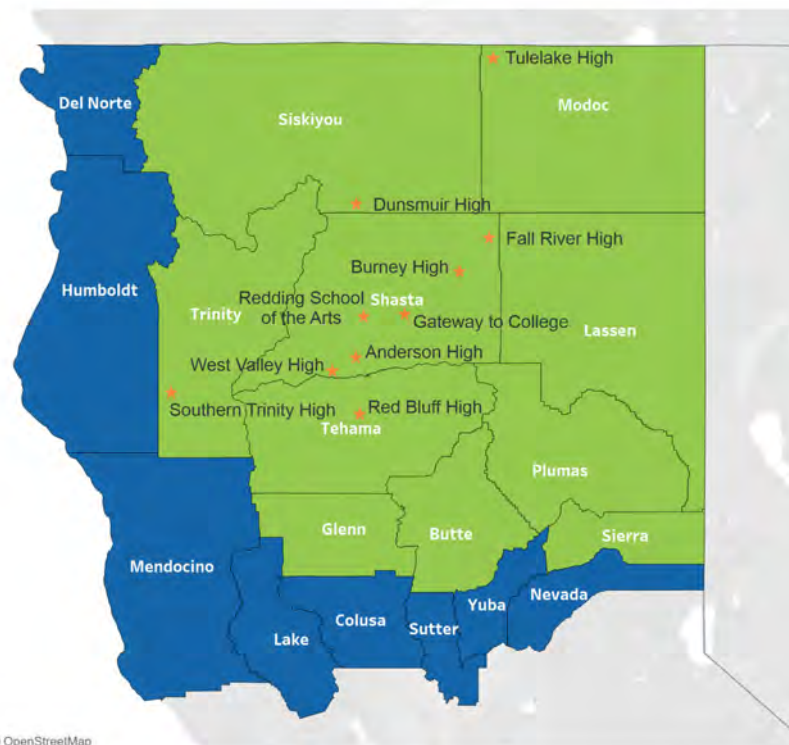
Project Challenges

Our biggest challenges have been more with the implementation of the project and not directly related to the challenges faced by students. We had to learn about child labor laws and create a new system to track students "working" hours. Now that we have that established, we can adequately track hours and pay students. We also struggled to create the student schedules and providing training for the students during the school day. We have also worked through those challenges and have better plans for future semesters. One area that still has room for improvement is the need for a training curriculum that would cover the customer service and soft skills that we want the students to learn. They are learning it naturally, but a more formalized training plan would be beneficial.



NORTHERN CALIFORNIA COHORT

1. Anderson High School
2. Burney High School
3. Dunsmuir High School
4. Fall River Junior-Senior High School
5. Gateway to College
6. Red Bluff High School
7. Redding School of the Arts High School
8. Southern Trinity High School
9. Tulelake High School
10. West Valley Early College High School



Anderson High School

Anderson, CA

The mission of the Shasta College TRIO Educational Talent Search is to provide services to low-income, first-generation youth to be successful in secondary school, graduate, and enroll in postsecondary education. The program goal is that 65% of seniors will enroll in the fall immediately following high school graduation.

Student Success Indicator(s)

We originally started looking at attendance, but students were coming to school. Then we discovered that the biggest issue was that the students were behind academically and not completing assignments in their courses.

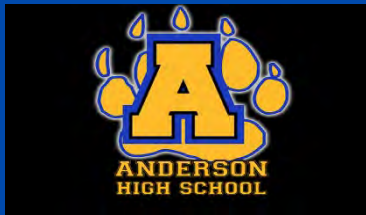
The first thing we did was look at the number of D's and F's the students had. Beginning with these students the TRIO ETS staff met with students individually to come up with a plan to increase assignment completion and raise their grades. They were given academic advising and general encouragement along with specific study skills tools to improve.

Project Successes / Major Wins

The biggest win so far is that student's grades have improved. The TRIO ETS staff have been meeting with the ETS 9th graders on Mondays this semester and have seen an improvement with their grades and that they have a more positive attitude about school since someone is checking in with them.

Project Challenges

Staffing. We have had turnover three times in the position that was supposed to serve the 9th graders at Anderson Union High. The last was as of April 1st so we decided to not restaff this position until August. The high school advisor has been meeting with 9th graders as time permits but not weekly. Hopefully we will have a staff person in place when school starts in the fall.



Contact

Sue Huizinga, Director

shuizinga@shastacollege.edu

530.242.7690

School Facts

Grades Covered:

9th grade TRIO ETS Students

Number of Students:

48 9th grade students

Faculty/Staff Size:

One Director
Two SC TRO ETS Staff

Team Members

Student Success Team:

Sue Huizinga, Director
AHS TRIO ETS Staff



Burney Junior-Senior High School

Burney, CA

Our mission is to provide a safe and secure environment in which students are free to pursue a comprehensive curriculum in order to achieve their maximum potential.

Our vision is one in which the staff, community, and students work together to encourage responsibility, integrity, an enthusiasm for learning, and a good work ethic.

Student Success Indicator(s)

Attendance; collecting attendance and tardy information weekly. Reviewing the data weekly to see if there is improvement with incentives.

Project Successes / Major Wins

Students get excited about the weekly drawings and are talking about the importance of coming to school every day. They are beginning to link the “small” rewards of incentives for attendance with the “large” rewards of school success.

Project Challenges

Students with chronic absenteeism continue to be absent often; we have been able to reach the general student population, but not the more severe truants.



Contact

Janelle Howes,
Counselor

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530.335.4576

School Facts

Grades Covered:

7th – 12th grades

Number of Students:

240 students

Faculty/Staff Size:

15 faculty/staff

Team Members

Counselor, Principal, Dean
of Students, Secretary and
Senior Clerk





Contact

Kevin Luce, Project Lead

kluce@dunsmuirhigh.k12.ca.us

530.235-4835

School Facts

Grades Covered:

9th – 12th grades

Number of Students:

70 students

Faculty/Staff Size:

15 faculty/staff

Team Members

Principal/Superintendent,
Project Lead, IT, Mental
Health & Wellness Clinician,
LMFT

Dunsmuir High School

Dunsmuir, CA

Our mission is to provide a comprehensive, rigorous and innovative education; empowering students to think critically, obtain and analyze information to synthesize solutions of life's challenges and complexities.

Student Success Indicator(s)

Our plan has been to focus on increasing student's connectedness and sense of belonging.

Actions include:

Design and implement a Multi-Tiered System of Supports

PowerSchool Insights Platform has been purchased and is near implementation. Insights is a comprehensive data analytics tool pulling data together from other PowerSchool platforms. Full implementation scheduled for the beginning of Fall 23.

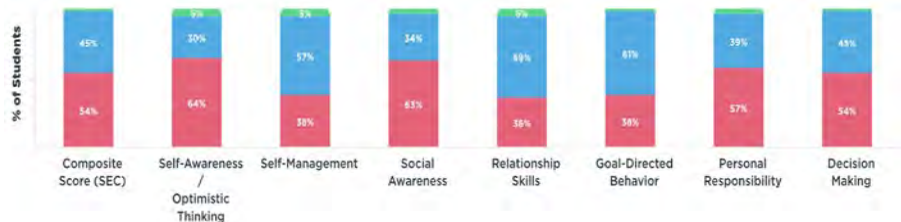
Currently in training of MTSS tools included in Insights

SEL Assessment of student needs:

In Oct/Nov we surveyed our students using a DESSA assessment through Aperture Education. The composite score for our students indicates that 54% of students need improvement in all the SEL competencies, and that the greatest need is in the areas of "Self-Awareness", "Social-Awareness", and "Personal Responsibility" (see graph).

Additionally, 80% of our 11th grade class need instruction in all seven categories.

Large group and small group instruction addressing these needs began in March



Project Successes / Major Wins

Pre-Assessments complete with valuable data

Implementation of PowerSchool Insights

Project Challenges

Finding time to pull all of this together, get staff buy-in and support
Mental Health and Wellness Counselor on medical leave so we got a late start on large and small group sessions.





Contact

Kelly Freeland-Sloat,
Principal

kfreelandsloat@frjUSD.org

530.336.5515

School Facts

Grades Covered:

7th – 12th grades

Number of Students:

260 students

Faculty/Staff Size:

16 FT Teachers

Team Members

Principal, Counselor and
Dean of Students

Fall River Junior-Senior High School

McArthur, CA

Our mission is for our staff and community to collaborate in a challenging educational program that will require critical thinking, creativity, citizenship, and communication to prepare all students for any post-secondary option.

Student Success Indicator(s)

Attendance; Monthly attendance data
Monthly Detention/Suspension data
Quarterly extracurricular participation data
Quarterly academic data
We meet weekly to discuss this data.

Project Successes / Major Wins

We have had many wins including:
6th grade family night with dinner and basketball game
Monthly drawing for perfect attendance
Class competition for highest attendance percentage
Lunch Bunch
Swag for incoming 7th grade students
KISS Assembly

Project Challenges

Deciding on which transition group to “laser focus”
Offering activities that affect attendance for students who may not have the “best” attendance
Moving the needle on student attendance





Contact

Nick Webb, Director

nwebb@shastacollege.edu

530.242.7586

School Facts

Grades Covered

16 y.o. behind in credits

Number of Students

53

Faculty/Staff Size

Four staff,
Two FT HS instructors
Two PT college instructors

Team Members

Student Success Team

Nick Webb, Director
Matt Rogers, Asst. Director
Dr. Jennifer Costillo, Adjunct
Faculty

Gateway to College

Shasta College, Redding, CA

Gateway to College is a unique alternative education program allowing high school students who are behind in credits the opportunity to complete their high school graduation requirements through classes offered on the Shasta College campus.

Student Success Indicator(s)

Connectedness/belonging is difficult to measure. We will be measuring the success of our students' belonging by tracking attendance, persistence rates and GPA. We will also be tracking level of engagement with the Gateway to College Passport to Scholarship & Beyond, tracking the number of stamps students collect from program faculty and staff. Our staff discusses progress regularly, and an annual program evaluation is produced (data is available annually).

Project Successes / Major Wins

We revamped and expanded our student orientation for spring semester. It now gives students a better idea of the culture and values we are trying to build. Initial post surveys reflected those students felt a sense of connection between peers and faculty/staff after the orientation this semester.

We have also expanded our utilization of mentor groups with some integration into program time (set aside times for students to engage in activities with staff/faculty mentors).

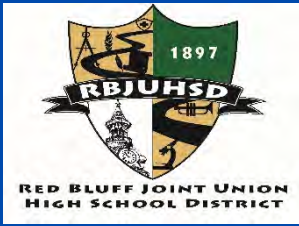
In addition, we have added student-focused events that have increased engagement, including Cooking with Chef Ryan (select students build a lunch menu and spend the first half of their day preparing and serving lunch) and Spirit Week.

Project Challenges

We have identified two hurdles that we are still strategizing around. First, we hope to incorporate our Passport to Scholarship and Beyond into all aspects of our program but have often found it difficult to integrate. The vision is to have it be core to how we operate but have found that with already established practices it requires a degree of intentionality that is hard to accommodate with limited time and bandwidth.

Second, it is difficult to find time to engage individually with students assigned to mentor groups. While our faculty and staff are overwhelmingly student focused, they are also already busy. Teachers have limited time available outside of the classroom when students are still present, and staff are constantly pulled in many directions as well.





Contact

Brittany Smith, Program Specialist TRIO Talent Search

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530.529.8710

School Facts

Grades Covered:

7th – 12th grades

Number of Students:

1700 students

Faculty/Staff Size:

77 FT Teachers

Team Members

Project Specialist, Project Director

Red Bluff High School – Tehama County Department of Education

Red Bluff, CA

District Purpose, Values, and Strategic Goals: Five Essential Questions:

Purpose:

Why do we exist?

We exist to improve our community by serving our students in a safe environment.

Values:

How do we behave?

We're enthusiastic, committed, and accountable to high standards and expectations.

Actions:

What do we do?

We provide opportunities, resources, and support to ALL students, staff, and community.

Strategic Goal:

How will we succeed?

We will succeed by ensuring all students learn every day by building professional collaboration and supportive relationships with the effective use of data to drive student learning.

Thematic Goal:

What is most important right now?

It is important that we are clear and united as a district.

Student Success Indicator(s)

Attendance and academic progress are reviewed on a weekly or bi-weekly basis.

Project Successes / Major Wins

Student connectedness from our Summer Jump Start Program for incoming freshmen.

These students have a stronger confidence and comfortability on campus.

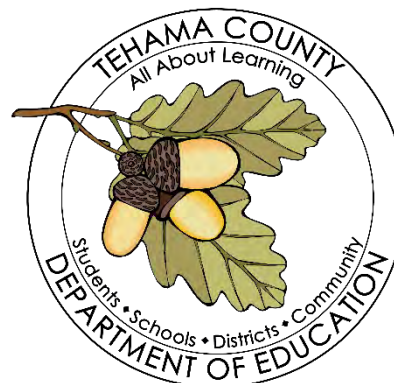
Support staff have been able to establish relationships with these students and know them by name. These students are more likely to reach out when support is needed.

Project Challenges

As a caring support staff member, how do you make connections or intervene when students are not coming to school.

Students falling behind then moving to ISP. We lose in person contact, so how do we build or maintain connections?

1700 Students on campus. Staff to student ratio is challenging in itself.





Contact

Sarah Spaschak, Counselor

sspaschak@rsarts.org

530.247.6933

School Facts

Grades Covered:

Currently 9th and 10th

Number of Students:

33 students (freshmen and sophomores)

Faculty/Staff Size:

2 FT teachers, 8 PT teachers and Admin support

Team Members

Principal, Counselor and ASB advisor



Redding School of the Arts High School

Redding, CA

The mission of Redding School of the Arts, where education and the arts connect, is to educate K- 12 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. Utilizing an inter-disciplinary theme-based approach, students will learn to read, write, speak, problem solve, use technology and sustainable practices. RSA seeks to accomplish its goal of high academic and behavioral standards through a student centered multicultural and multilingual environment with an emphasis on the arts. This charter school will enable students to become literate, self-motivated and life-long learners who participate in the art of their community.

Student Success Indicator(s)

Attendance and Connectedness/Belonging

Data points currently being used are the attendance rate and student-surveys.

We send out bi-weekly surveys to students to evaluate connectedness/belonging regarding socially, academically, and motivation. We use this to monitor their desire to be successful at school

Project Successes / Major Wins

Our students volunteered for our school-wide Renaissance Theme Day on April 7th, this included dressing up and helping middle school/elementary with games.

A group of students served dinner for our K-8 Open House on March 8th.

We used the funding for the Winter Social on December 16th, where we raffled off gifts for students and ate delicious foods.

We are using the funding to pay for a Bowling Social and food/drink at the bowling alley. Most of our students are already signed up and excited about the opportunity.

Project Challenges

We have a limited number of full-time staff which makes it hard to collaborate. We have limited facilities to use since our building is projected to begin construction Summer 2023.

As far as attendance, for most of our students it is strong. We have a small number of students who are struggling with attendance, but these issues have been addressed and we are working with parents to increase their attendance.





Contact

Cindy Dixon,
Counselor/CTE Teacher

cdixon@stjUSD.org

707.574.6239

School Facts

Grades Covered:

9th – 12th grades

Number of Students:

23 students

Faculty/Staff Size:

2 FT teachers, 5 PT
teachers, 1 office staff

Team Members

Counselor, Youth Leadership
Advisor, ST staff members

Southern Trinity High School

Mad River, CA

Southern Trinity High School is committed to:

Empowering all students to embrace learning, to excel and to own their future

Providing high quality, effective programs for all students

Providing a caring, safe and healthy learning environment for students and adults

Student Success Indicator(s)

We are using connectedness/belonging. We used an online survey asking questions around this area. We will do another survey online at the end of the school year. The staff meets weekly for staff meetings where everyone gets the chance to express concerns for students.

Project Successes / Major Wins

Since our student body is small it is easier to connect with students at a personal level. The beginning of the year they felt they were just coming to school and doing work not really meaning a lot to them most disconnected with school. We have been able to provide lunch time activities and field trips to get students connected with each other and staff, along with future goals for them. It has made a difference to them knowing they are not just robots doing schoolwork they have things to look forward to. It is also showing in their academics.

Project Challenges

Our biggest challenge this year has been the weather. We have had a lot of days out of school due to snow. So several of our trips were canceled because of no school in session. Our other challenge is how far out our school is. The closest place to shop is over an hour away.





Contact

Tara Wright, Counselor

twright@tbjUSD.org

530.667.2292

School Facts

Grades Covered:

7th – 12th grades

Number of Students:

169 students

Faculty/Staff Size:

12 FT teachers, Counselor,
Principal, Librarian, 2 office
staff, and 3 paraprofessionals

Team Members

All Staff: including
Principal, Counselor, and
Secretary

Tulelake High School

Tulelake, CA

Tulelake High Schools mission is through collaboration, we inspire student success in an engaging hands-on learning environment leading to productive members of our community and beyond.

Student Success Indicator(s)

We are looking at our students' overall behavior and positive school connectedness, while also paying attention to the attendance fluctuation throughout the year and using that data to help us know whether or not the student's connectivity to our school is going in a positive direction.

Project Successes / Major Wins

Students love being able to use their good behavior reward points through live school to buy things at the student store. Our students are interacting with one another by either working at the store or purchasing items at the store. Students learn inventory, customer service, and point exchange \$ skills. We are seeing a buy-in to this system, like we have never seen before. Students are asking for more points and learning that if they do good things, good things come back to them

Project Challenges

Just getting the live school program to be a part of teachers everyday practice when working with their students and getting students in the system of making positive decisions has taken us most of the year. We are now finally able to focus on making the student store more inevitable so it potentially could be open during basketball games. Also getting more students trained and available to work the store, so students are getting equal opportunities to learn skills that are essential to all.





Contact

Sue Huizinga, Director

shuizinga@shastacollege.edu

530.242.7690

School Facts

Grades Covered:

9th grade TRIO ETS Students

Number of Students:

48 9th grade students

Faculty/Staff Size:

One Director
Two SC TRO ETS Staff

Team Members

Student Success Team:

Sue Huizinga, Director
WVECHS TRIO ETS Staff

West Valley Early College High School

Cottonwood, CA

The mission of the Shasta College TRIO Educational Talent Search is to provide services to low-income, first-generation youth to be successful in secondary school, graduate, and enroll in postsecondary education. The program goal is that 65% of seniors will enroll in the fall immediately following high school graduation.

Student Success Indicator(s)

We originally started looking at attendance, but students were coming to school. Then we discovered that the biggest issue was that the students were behind academically and not completing assignments in their courses.

The first thing we did was look at the number of D's and F's the students had. Beginning with these students the TRIO ETS staff met with students individually to come up with a plan to increase assignment completion and raise their grades. They were given academic advising and general encouragement along with specific study skills tools to improve.

Project Successes / Major Wins

The biggest win so far is that student's grades have improved. The TRIO ETS staff have been meeting with the ETS 9th graders on Mondays this semester and have seen an improvement with their grades and that they have a more positive attitude about school since someone is checking in with them.

Project Challenges

Staffing. We have had turnover three times in the position that was supposed to serve the 9th graders at Anderson Union High. The last was as of April 1st so we decided to not restaff this position until August. The high school advisor has been meeting with 9th graders as time permits but not weekly. Hopefully we will have a staff person in place when school starts in the fall.



-College of Education-

UWA has a variety of programs (in addition to the GRAD Partnership) that provide much-needed resources to K-12 schools.

The Center for Rural Education

- Grants and research opportunities
- Professional development offerings

UWA's Black Belt STEM Education Institute

- Supports STEM Education in the Black Belt

Hammer Institute

- Workforce Certificate (construction trades)

UWA also offers both traditional and unique opportunities for teacher preparation. Our goal is to prepare high quality teachers in convenient and affordable ways and at the same time accelerate the time to certification.

Grow Your Own Teacher Pipeline

- *A to T program (Assistant to Teacher)*
 - Attract and support high performing classroom paraprofessionals
 - Enroll in online coursework while allowing the paraprofessional to remain in the classroom earning his/her salary
- *Attract High School Students*
 - Middle School Clubs - Future Teachers Club
 - Pay a middle school teacher a small stipend to lead a middle school club for those considering education
 - Develop Teacher Cadet Programs
 - Pickens County (oldest partner)
 - New Partners (Tuscaloosa County, Tuscaloosa City, University Charter School)

Black Belt Teaching Corps Teach for Alabama

- Legislatively funded scholarship program

Project INSPIRE - Implementing Novel STEM Practices in Rural Education

- Noyce grant for future potential math/science teachers- \$14, 000 Scholars; \$16, 700 Fellows

Project REACH - Teacher Quality Partnership (TQP) Grant

- Residencies for Educating Alabama's Children
- Pays a living wage stipend for Alternative-A students

Provisional Certification in a Teaching Field (PCTF) (12 hours)

Temporary Special Education Certificate (TSEC) (15 hours) (SPED 6-12)

UWA-TEACH Grant

- Proposed shortened pathways for STEM educators both at the undergraduate and graduate levels

Alabama Office of Apprenticeship and Alabama Department of Early Childhood Education

For more information about any of these programs, please contact:

Dr. Jan Miller- Dean of the College of Education and Online Programs: Jmiller@uwa.edu

Dr. Reenay Rogers- Associate Dean of the College of Education and Executive Director for the Center for Rural Education: rogers@uwa.edu



ABOUT RSC

Rural Schools Collaborative is a national nonprofit launched in 2015 to build sustainable rural communities. RSC's work is powered by a small, dedicated staff, volunteer board, and a growing network of rural advocates in our Regional Hub Network.

OUR MISSION

To build sustainable rural communities through a keen focus on place, teachers, and philanthropy.

OUR VALUES

1. **Equity:** We create space to amplify, seek leadership from, and include contribution from marginalized identities and communities.
2. **Relationships:** We connect people and build relationships to foster collaborative success.
3. **Sparking ideas and starting small:** We believe that great ideas start small and grow big.
4. **Scale:** We support scalable practices.
5. **Letting go:** We let go of projects that others are better poised to grow.
6. **Hope and possibility:** We see unconditional positive regard for the potential of rural places.
7. **Doing:** We do things that directly impact rural communities.

OUR WORK



Advocacy & Storytelling

We recognize that strong schools rely on outstanding teacher-leaders, and our work focuses on building the essential relationships between teachers and their rural communities, and the places where their students live and learn. We believe teachers are at the heart of rural communities. Through the I Am a Rural Teacher National Advocacy Campaign, RSC and partners celebrate rural teachers by amplifying their stories and perspectives.



Grants in Place

Since 2015, the Grants in Place program has awarded more than \$500,000 in place-based education grants to innovative rural teachers. The Grants in Place Fellows program is open to rural teachers within our Regional Hub areas each year to carry out a place-based education project. The National Signature Project Award, in collaboration with the National Rural Education Association, awards three teachers in the US annually to engage their students and community in a place-based education project.



Impact Philanthropy

Purposeful school-centered philanthropy is an important economic development driver for rural America. School and community foundations, local organizations, and national funders are all key to comprehensive philanthropy strategies. We partner with these organizations to build regional capacity and fund innovative education projects in rural communities.



The GRAD Partnership

The GRAD Partnership for Advancing Student Success Systems is a new national initiative that encourages and supports communities in efforts to use high quality student success systems that empower schools to graduate all students ready for the future. As part of the GRAD Partnership, RSC is thrilled to work with two of our regional hub partners, North State Together and the University of West Alabama, to launch pilot cohorts of participating schools in rural California and Alabama.

CONTACT US TO GET INVOLVED

 info@ruralschoolscollaborative.org

 [@RuralSchoolsCollaborative](https://www.facebook.com/RuralSchoolsCollaborative)

 [@rural_schools](https://twitter.com/rural_schools)

 [@rural_schools](https://www.instagram.com/rural_schools)

TEAM SELF REFLECTION TOOL

The national GRAD Partnership team has produced a team self reflection tool that can be used to self-assess your experiences with student success systems. If interested, you scan the QR code to access this tool.



<https://www.gradpartnership.org/resources/>



National Data Collection Tool

The national GRAD Partnership team has requested the following data points from each school. This is an optional request; however, we hope that you will participate if you can. This data will help measure the overall success of the national project.

This is an opt-in request, not a requirement - it will not impact funding or support of your project in any way, and there is NO expectation of a change in the metrics listed here for your project.

If you would like, we would be happy to help you complete this form.

National On-Track Rate Data for GRAD Partnership

Date Completed: _____

Contact person (in school): name/title/contact information: _____

School, District, Location	Grade(s) served in project	Implementation Year	# of students enrolled in grade(s) served	Basic demographic data of grade(s) served	# and % with no course failures in grade(s) served	# with 1 course failure in grade(s) served	# with 2 or more course failures in grade(s) served	Typical # of courses a student takes per year	% Chronic absenteeism in grade(s) served
<i>EXAMPLE: Glenn High School, Glenn District, Town, AL</i>	<i>9th Graders</i>	<i>Baseline: End of school year 2021-2022</i>	<i>157</i>	<i>Socio-economic student data: Racial identities of students:</i>	<i>100 (63%)</i>	<i>20 (14%)</i>	<i>37 (24%)</i>	<i>6</i>	<i>15%</i>
		Baseline: End of 2021-2022 School Year							
		Implementation Year 1: End of 2022-2023 School Year							
		Implementation Year 2: End of 2023-2024 School Year							

