

Mountain View High School School Improvement Plan 2014-2015

PART 1: SCHOOL VISION, MISSION, VALUES AND GOALS

School Vision: *Engage. Achieve. Contribute.*

- 1) Our vision is to have every student join a club, sport, extra-curricular or co-curricular activity so that they have an *engaging* high school experience.
- 2) We want every student to know that they can *achieve* great things and that they can do difficult things and be successful. Do your best in everything you do at Mountain View, whether in the classroom, on stage or on the field.
- 3) We want every student to *contribute* to the success of others and to add to the legacy of excellence that has come to define Mountain View High School.

School Mission: *To help prepare our students for their future by providing the best education possible. We will do this by:*

- 1) Endeavoring to graduate every student.
- 2) Delivering a college and career readiness education that will prepare our students to take their next step in life.
- 3) Offering our students opportunities to be involved in co-curricular, extra-curricular and other social experiences that provide a balanced education.

School Values/ Beliefs:

1. We believe there should be a place for every student to feel accepted and successful at Mountain View.
2. We believe that we should focus on what we can control in helping all students to learn at high levels.
3. We believe that students can do hard and difficult things and be successful, and so can teachers!
4. We believe that every student has a story to tell, and if we take the time to read the pages of their lives, we will be in a better place to influence, motivate and inspire them to succeed.
5. We believe that we are role models for our students. As such, we need to model the behavior we want to see in them.
6. We believe that we can instill hope and build confidence in our students.
7. We believe that by working together as a community, we can help all students to succeed and learn at high levels.

School-wide Goals:

1. We will endeavor to graduate every student.
2. Increase the amount of students taking college level and career readiness courses.
3. Increase the average student performance on the ACT.
4. Increase performance on the SAGE Assessment over the previous (benchmark) year.

PART 2: SCHOOLWIDE DATA (2014)

Student Enrollment	1,250					
Demographic data	65%- White/ Caucasian 26%- Hispanic/ Latino 3%- Pacific Islander 6%- Other					
	7%- Special Education Classification					
	6%- English Language Learner					
	42% Qualify for free or reduced lunch					
Graduation Rate	2014	2013	2012	2011	2010	2009
Whole School	89.5%	87%	83%	80%	80.8%	75.3%
Caucasian	89.9%	88.3%	85.3%	82%	85.4%	80.7%
Low Income	84.4%	81.4%	73.6%	74%	68.7%	63.8%
Hispanic	87.2%	85.4%	68.8%	77%	63.1%	54.4%
LEP	64.3%	89.5%	66.7%	74%	58.8%	31.8%
SWD	57.7%	56.8%	52.9%	42%	56.7%	67.7%
ACT Test Score Average (Junior Class)	English	Math	Reading	Science	Composite	# Tested
2014	19.6	19.8	20.3	20.2	20.1	374
2013	18.9	19.4	19.3	20.0	19.5	419
Advanced Placement Summary		2014	2013	2012	2011	2010
	Total AP Students	160	162	175	202	214
	Number of Exams Taken	260	234	281	322	351
	# of students with passing score (3 or 4)	130	140	145	157	178
	% of passing tests (3 or 4)	81.3	86.4	82.9	77.7	83.2
SAGE: 2014 Grade= D	Language Arts	= 41/100	Math	= 18/100	Science	= 45/100

Concurrent Enrollment Summary		2014	2013	2012	2011	
	Total Concurrent Enrollment Courses taken	733	603	774	1209	1146
	Percentage of students taking courses	Whole School	Senior	Junior	Sophomore	
		25%	38%	28%	9%	
Attendance Summary	Attendance Total	Average Absence per student	Total Tardies	Average Tardies per student		
	55,590	45.75	20,109	34.7		

Analysis of School-wide Data:

Areas of Strength:

- The graduation rate of Mountain View has increased steadily over the past six years and is well above the state and national averages.
- The graduation rate for LEP students was the highest of any subgroup in 2013. The graduation rate for Hispanic/ Latino students increased by 12% in 2013 and is well above the state and national average.
- The average performance of students on the ACT improved in all areas over the previous year.
- Reading performance on the ACT increased by 1 point over the previous year.
- Amount of AP tests taken improved over the previous year.
- AP passing rate still amongst the highest in the Alpine School District and well above the state and national averages.
- Enrollment in Concurrent Enrollment classes increased from the previous year.
- Highest enrollment in Concurrent Enrollment classes of all Orem High Schools, second highest enrollment of all Alpine School District High Schools.

Areas of Improvement:

- The graduation rate of our students with disabilities is an area of concern that needs to improve. MVHS graduation rate is the lowest of the eight traditional high schools in the Alpine School District.
- Passing rate of the AP Test decreased over the previous year.
- We need to identify what skills our students need to improve on the ACT and SAGE.
- Enrollment in Concurrent Enrollment classes has been higher in the past.
- We have high averages of class periods missed and tardy to per class.

PART 3: PLAN OF ACTION

Our plan of action to endeavor to graduate every student is...

English	<ul style="list-style-type: none"> • To keep grading up to date and regularly talk to those kids who are at risk of failing a term • To make flex time meaningful and encourage our at risk kids to do their work and engage in real learning • To make ourselves available during flex for “real learning” kinds of questions • To boost student confidence and inspire hope
Media Center	<ul style="list-style-type: none"> • To assist and support students in the completion of assignments for their classes. • To collaborate with teachers to teach the necessary information literacy skills to complete assignments for their classes <ul style="list-style-type: none"> • Effectively evaluating websites • Using databases • Integrating research into a paper/project • Citing sources/paraphrasing • Finding print sources and evaluating print sources
Visual Arts	<ul style="list-style-type: none"> • To look at students who are failing in our classes and discuss interventions that we as department can put in place to help these students bring up their grades • To talk about failing and at-risk students each week during collaboration • To provide fine art/elective/CTE credit to help students earn credits toward graduation
Math	<ul style="list-style-type: none"> • To ensure that students are properly placed in courses according to ability level • To provide proper interventions, i.e. lab classes, tutoring, Saturday school, Summer school, etc.
Fine Arts	<ul style="list-style-type: none"> • To continuously counsel low performing students—focus on individuals who are struggling in any class • To check “eligibility” of students; how they are progressing overall (not just in the performing arts classes but overall) • To review grades in Monday collaboration meetings (especially look at students with D’s and F’s)
Social Studies	<ul style="list-style-type: none"> • To increase the number of students passing our classes (our goal is fewer than 15% in each class) • To provide early interventions (e.g. recommendation to SST, attending FLEX for re-teaching, contacting parents, meeting with students individually (RTL))

<p style="text-align: center;">Business</p>	<ul style="list-style-type: none"> • To identify struggling students earlier • To pursue and apply interventions (communicate with parents, counselors, administration, etc.) • To work with students and the community to help those that are struggling • To use flex better
<p style="text-align: center;">Physical Education</p>	<ul style="list-style-type: none"> • To focus on intervention with the students who are at 40-59% and help them reach competency and pass the class • To hold students accountable for learning • To provide appropriate interventions

Our plan of action to increase the number of students taking college level and career readiness courses is....

<p>English</p>	<ul style="list-style-type: none"> • To increase the rigor in our classes and continue to build confidence • To teach all kids college level skills • To design writing assignments that facilitate the practice of college level skills • To tie curriculum into real life as much as possible and to help students see the need for college
<p>Media Center</p>	<ul style="list-style-type: none"> • To advertise concurrent enrollment and AP courses in the library • To teach the necessary information literacy skills to help students be successful in concurrent enrollment or AP classes <ul style="list-style-type: none"> • Effectively evaluating websites • Using databases • Integrating research into a paper/project • Citing sources/paraphrasing • Finding print sources and evaluating print sources
<p>Visual Arts</p>	<ul style="list-style-type: none"> • To let students know what college level classes we offer as a department (Concurrent Enrollment Photo, AP Drawing, AP 2D Design, Jewelry 2, Ceramics 2) • To offer more AP classes (Jeselyn is currently in the process of gaining a fine art endorsement so she can teach AP 2D Design Class) • To increase college and career readiness by encouraging <ul style="list-style-type: none"> • Professionalism • Creative Problem Solving • Critical Thinking • Open Ended Inquiry • Portfolio building • Mastery of artistic processes
<p>Math</p>	<ul style="list-style-type: none"> • To align our curriculum to college level AP curriculum • To inform students of options available • To promote college and career readiness skills <ul style="list-style-type: none"> • Learning how to prepare for tests. • Taking practice tests and attending reviews • Encouraging good study habits (practice problems from ACT) • Taking advantage of resources (math lab, before/after school, FLEX)

<p style="text-align: center;">Fine Arts</p>	<ul style="list-style-type: none"> • To encourage and prepare students to perform at college level in the performing arts • To announce scholarship and college audition opportunities (post flyers, posters) • To take advantage of worthwhile university recruitment opportunities • To take students to on campus rehearsals, exchanges, tours • To consider our advanced classes especially as performing arts college/career readiness levels
<p style="text-align: center;">Social Studies</p>	<ul style="list-style-type: none"> • To continue to advertise and recruit students for higher-level classes • To spark interest in lower level classes • To continue to look for new opportunities to teach new upper level classes
<p style="text-align: center;">Business</p>	<ul style="list-style-type: none"> • To advertise our courses better • To get more students that are in our classes into concurrent enrollment
<p style="text-align: center;">Physical Education</p>	<ul style="list-style-type: none"> • To incorporate more writing into our curriculum • To help students live balanced and healthy lives by increasing their fitness levels, emotional, and social health • To help students understand that physical fitness is a lifelong pursuit • To give students the skills necessary to keep exercising safely and effectively throughout their lives

Our plan of action to increase the average student performance on the ACT is...

English	<ul style="list-style-type: none"> • To teach and reteach grammar • To use more short, difficult texts as supplemental material to novels • To teach annotation
Media Center	<ul style="list-style-type: none"> • To offer ACT helps and study guides for check out in the library • To advertise any math labs, writing labs, etc. in the library • To offer the library as a location for study groups
Visual Arts	<ul style="list-style-type: none"> • To encourage students to take the ACT prep class • To stress the importance of college and show students how the ACT works into that goal
Math	<ul style="list-style-type: none"> • To add ACT problems into our curriculum as bell-ringers to help prepare students for the types of questions they will see on the ACT • To encourage students to attend ACT prep classes
Fine Arts	<ul style="list-style-type: none"> • To encourage students to take the test seriously • To give tips specific to certain learning styles of students • To reinforce problem solving, self-confidence, and leadership skills that are already built into our curriculum • To perhaps add in reading and writing assignments where they fit • To support and announce ACT prep class • To excuse students from rehearsals to attend Saturday prep classes
Social Studies	<ul style="list-style-type: none"> • To continue to emphasize reading and writing for comprehension and other necessary skills (e.g. sourcing, corroboration, etc.) • To teach test taking skills • To help develop better retention skills
Business	<ul style="list-style-type: none"> • To take a practice ACT test and become familiar with what is on the exam so we can point out things they need to know
Physical Education	<ul style="list-style-type: none"> • To help students understand that stress levels can be managed through regular physical exercise • To talk positively about our own experiences in college to motivate students to do well on the ACT

Our plan of action to increase student performance on the SAGE assessment is...

English	<ul style="list-style-type: none"> • To take a practice SAGE • To administer a practice SAGE to our students • To review data together as an English team and to use that data to inform our teaching • To teach persuasive essay writing and informative essay writing • To give a common department wide assessment in preparation for the SAGE
Media Center	<ul style="list-style-type: none"> • To provide a safe and comforting environment in which students can relax
Visual Arts	<ul style="list-style-type: none"> • To help students understand that their performance reflects on us as a school
Math	<ul style="list-style-type: none"> • To continue to align the department curriculum with the state curriculum • To analyze SAGE results when they arrive and make plans for improvement
Fine Arts	<ul style="list-style-type: none"> • To encourage students to take the test seriously • To give tips specific to certain learning styles of students • To reinforce problem solving, self-confidence, and leadership skills that are already built into our curriculum • To perhaps add in reading and writing assignments where they fit
Social Studies	<ul style="list-style-type: none"> • To learn what is on the SAGE test for a given subject and support better test results
Business	<ul style="list-style-type: none"> • To increase the academic rigor of our classes • To help students see connections between what we do in class and what is on the SAGE
Physical Education	<ul style="list-style-type: none"> • To encourage students to attend and try their best on the exam

Our plan of action to improve performance on the AP test is...

English	<ul style="list-style-type: none"> • To teach more literary vocabulary and rhetorical grammar • To incorporate more short readings of difficult texts • To encourage more students to take the test
Media Center	<ul style="list-style-type: none"> • To provide a safe and comforting environment if students are taking tests in the library • To offer AP study guides for check out in the library • To offer the library as a location for study groups
Visual Arts	<ul style="list-style-type: none"> • To encourage students to attend a college portfolio review • To collaborate with AP teachers across the district
Math	<ul style="list-style-type: none"> • To make sure students are leaving our classes prepared for the next level • To build proficiency in basic algebra and trigonometry skills
Fine Arts	<ul style="list-style-type: none"> • To use choir classes to improve and support site-singing skills for AP Music • To encourage students to take the test seriously • To give tips specific to certain learning styles of students • To reinforce problem solving, self-confidence, and leadership skills that are already built into our curriculum • To perhaps add in reading and writing assignments where they fit
Social Studies	<ul style="list-style-type: none"> • To maintain a rigorous class and learning environment • To focus on learning the material
Business	<ul style="list-style-type: none"> • None of our courses are AP, but most are concurrent enrollment
Physical Education	<ul style="list-style-type: none"> • To encourage more students to try out for high school sports, which is sort of the equivalent of advanced placement physical education

Our plan of action to improve student attendance to class is...

<p>English</p>	<ul style="list-style-type: none"> • To start class on time • To begin class each day with a quiz or bell write • To take and correct attendance on a regular basis • To reach out and invite repeat offenders to come to class • To give students hope for real success in class
<p>Media Center</p>	<ul style="list-style-type: none"> • To not allow students in the library during class time unless they <ul style="list-style-type: none"> (1) don't have a class (2) have a note from their teacher
<p>Visual Arts</p>	<ul style="list-style-type: none"> • To make the classes engaging so students want to be there • To begin class with bell ringers – Jeselyn and Bart
<p>Math</p>	<ul style="list-style-type: none"> • To start classes on time • To have engaging and meaningful lessons • To get parents, counselors, and administration involved
<p>Fine Arts</p>	<ul style="list-style-type: none"> • To provide engaging and interactive curriculum which begins at the beginning of the class • To award participation/preparation points given for being present and on-time (so students learn correct rehearsal and performance etiquette-state standard) • To make our classes student centered, giving personal attention to students and letting them know they are missed when they skip or are late
<p>Social Studies</p>	<ul style="list-style-type: none"> • To maintain an engaging classroom curriculum • To foster a nurturing environment • To take consistent attendance • To communicate with students and parents regarding attendance concerns
<p>Business</p>	<ul style="list-style-type: none"> • To get to know our students better and be more caring • To prepare to teach our lessons • To teach bell to bell and use our class time wisely • To let students know that we expect them to attend and participate
<p>Physical Education</p>	<ul style="list-style-type: none"> • To start class on time each day • To set a standard of participation in everything we do • To create an environment that makes students want to be there

PART 4: PLAN OF SUPPORT

Mountain View High School-Response to Intervention

At Mountain View High School we have found multiple ways to address the question: *What happens when students aren't learning or attending?* We understand that many times student behavior is a mere symptom of other factors. Therefore, we strive to look at our response to intervention on both a school wide and individual level. We have adopted a pyramid of intervention that is divided by the three-tiered model. Within each tier we have researched based interventions that we know help students succeed. Included in Response to Interventions we have spent more than 2 years looking at our Attendance Policy and this year we are implementing a new model, which is explained in more detail below. More recently, we have asked our leadership and faculty to look more carefully at this pyramid of interventions by providing professional development. We have also begun conversations in differentiating our tier system between *will* and *skill*. As we continue to examine our response to intervention, we realize that we have some areas where we can improve. Specifically, we have tasked our leadership team in making the interventions that we already have more targeted, directive, and systematic. Also, we realize that this must be a school wide response. Therefore, a critical part of our tier 2 and tier 3 interventions include our Advocates and Student Success Team. On the following pages you will find a complete description of their role in our tiered pyramid, as well as a graphic of the Mountain View High School RTI Pyramid. Below is a summary of each tier and how they relate to Mountain View High School's Response to Intervention.

Tier 1

Tier 1 interventions are based in the classroom. Our goal is to target 80% of our students during the 80-minute periods we hold.

Will

We recognize that classroom teachers are the greatest factors to influence student learning. Therefore, high expectations and effective classroom management are key in helping students maintain the "will" to be engaged learners. Recently, teachers had a professional development on effective classroom management, which included the Big 8 strategies of: Expectations, Attention, Proximity, Time, Cueing, Signals, Tasking, and Voice. In the future we will continue to use these 8 strategies to help teachers encourage students to have the desire to succeed in tier 1.

With the help of our counseling center we have also developed a Bruin Ambassador Dance Card. Monthly Mountain View has an average of 7 new students. The dance card was developed as a tier 1 intervention to welcome new students. With this dance card, students visit different areas of the school in order to become familiar with their new surroundings and some of the key people that can advocate for them. Monthly we also have a new student meeting during first period with the student body. Here students have an opportunity to meet the leadership team as well as have any questions they may have answered. The objective of this intervention is to help

new students acclimate to our school and to provide them a support system of both adults and peers.

Skill

One of the most productive tier 1 interventions is to assure that students are placed in accurate courses, having learned the prerequisites to be successful, and with the correct teacher that will continue to foster progress. During the spring of every year we hold articulation meetings with our feeder junior high schools. During these meetings, administrators and counselors meet to speak about students with academic or other needs. Counselors take this information and during their summer workdays, ensure that students are placed in the correct classes.

In tier 1 instruction we strive to target 80% of each class by acknowledging that teachers have stewardship over their students during their 80-minute class period. In order to ensure that students are learning rigorous course work, every term, teachers review their curriculum-pacing guides or curriculum maps, and turn in a copy to the administration. This helps teachers ensure that they can answer the first essential question, *What should students learn?*

As the PLC process continues throughout the year, we strive to also answer the second essential question, *What happens when students don't learn?* We recognize that this is a continuous process of reviewing the standards, giving assessments on those standards, collecting data, and using that data to drive the instruction. Teachers cannot do this on their own, but continue to collaborate on formative and summative assessments, data from these, and create remediation/enrichment activities during their Monday Collaboration.

Attendance-Gold Level

In our 2014 revision of our Attendance Policy we implemented a tiered approach to help support our student attendance. The Gold Level is the first tier to our attendance model. It is expected that 80% of our students will miss less than 16 missed class periods per term, and maintain 8 or less tardies per term. Students who have been successful in doing so will be celebrated quarterly and at the end of the year. We will continue to collect data to maintain our desired goal. We also have added a celebration piece for those who remain in the Gold Level. Students are given a golden ticket, which allows them to be excused early at the end of the day. We have a special assembly with prizes donated by community partners. Students present receive at least one treat, as we congratulate them for their effort and encourage them to continue!

Tier 2

Tier 2 interventions are short term and happen in the classroom or with the help of additional support. We target 10-15% of our students in this tier.

Will

Classroom teachers continue to have stewardship over those students who struggle with “will” issues. Teachers are encouraged to conference with the students individually, and to communicate home with parents/guardians. If additional information or support is needed teachers reach out to: student advocates, counselors and administrators. In addition, counselors can refer students who need support in making short-term goals to the UVU Mediation Program

held at MVHS once a week in the evening. During these sessions parent and student learn communication skills, and create short-term goals that are reevaluated at the next session. These sessions are 4 weeks long and we offer them once a term. Those families who need support with multiple children across multiple age groups are referred to UVU's Strengthening Families Program. These sessions are 9 weeks and offer families multiple skills and a family dinner once a week.

Skill

Mountain View High School has built into the master schedule a FLEX period as a response to students who do not understand essential standards that are taught during tier 1 instruction. We continuously work in making FLEX more targeted and directed. A short time ago, we have tied FLEX attendance with 3rd Period and students who do not participate in FLEX receive a Truancy and must make up the time in Saturday School.

We also offer students who are deficient in credit opportunities to remediate those credits in the Bruin Room. In the Bruin Room students have access to digital curriculum through East Shore High School. We have a teacher assistant who works with the counselors to ensure completion plans for each student. In addition, students who have been recommended in the Spring articulation meeting are placed in study skills class. For students who are continuously deficient in credit, we have additional tier two support through the Extended School Year (ESY). ESY is offered at Mountain View High School and Lehi High School for all district students. It is a great opportunity that we house one of these programs, thus creating easy access for our students to participate.

The last three years we have made a concerted effort on supporting student learning in math. We have made great strides in adding double dosing math sections. Students in the double dose math have an opportunity to be in a classroom and on the next day they are enrolled in a math lab with a certified teacher. Through the USTAR grant we have also been able to offer morning and Saturday math tutoring sessions.

When students continue to cause teachers concerns with either "will" or "skill" issues, they can refer these students to our Student Success Team (SST). The SST meets weekly and address all levels of concerns and interventions. This year the focus of SST has been our first core value of *Endeavoring to graduate every student*. Every intervention and decision is made based on what is best for the student and what will help them be prepared for graduation and beyond.

Attendance-Silver Level

Students who have missed between 9-11 unexcused missed class periods per term are referred to lunch detention. Students are expected to come to lunch detention, after receiving their lunch. Attendance expectations are reviewed and students are spared from tier 3 interventions. They can also make up time here and return to Gold Level Status. Lunch detention is held bi-weekly.

Tier 3

Tier 3 interventions are intensive and may occur over prolonged time periods. These interventions are in place to ensure current student success. Tier 3 is also individual and targets less than 5% of our students.

Will

If students continue to have issues with behavior at this level, parents are called in to counsel with a team made up of administrators and counselors. Individual plans are put into place and shared with teachers. A faculty mentor is often assigned to the student to encourage and champion for the student. Advocates or administrative assistants are also included in this tier to help support the student with organization or any other skill that may be necessary to maintain student success.

If a student, specifically seniors and juniors, are deficient credit to graduate and do not have the motivation to be in classes, they are often referred to Digital Curriculum classes. These classes, held in the Bruin Room, are to help students make up credit. If a student is deficient in credit for other reasons, such as: health, new student to the country, etc. we may create a modified schedule. These schedules are made with the counselors on a case-by-case basis. An example of this would be a student who needs to have a release period during the day due to medical needs or appointments.

Skill

When we find that students need intensive interventions in remediating skills there are several factors that we consider. First if a student is an English Language Learner, than those students are placed in the appropriate English Language Development course. If students have previously been classified as students with disabilities we offer reading, writing and math classes on various levels.

Attendance-Bronze Level

Students are considered on the Bronze Level when they hit the target or targets of: more than 8 tardies, 12 unexcused absences, or 21 excused absences. At this point they are referred to Saturday School. Saturday School is held the last six weeks of each term and students are required to pay a \$3.00 fine. During the hour and a half that students are at Saturday School they work on missing assignments, study for tests or receive tutoring in math.

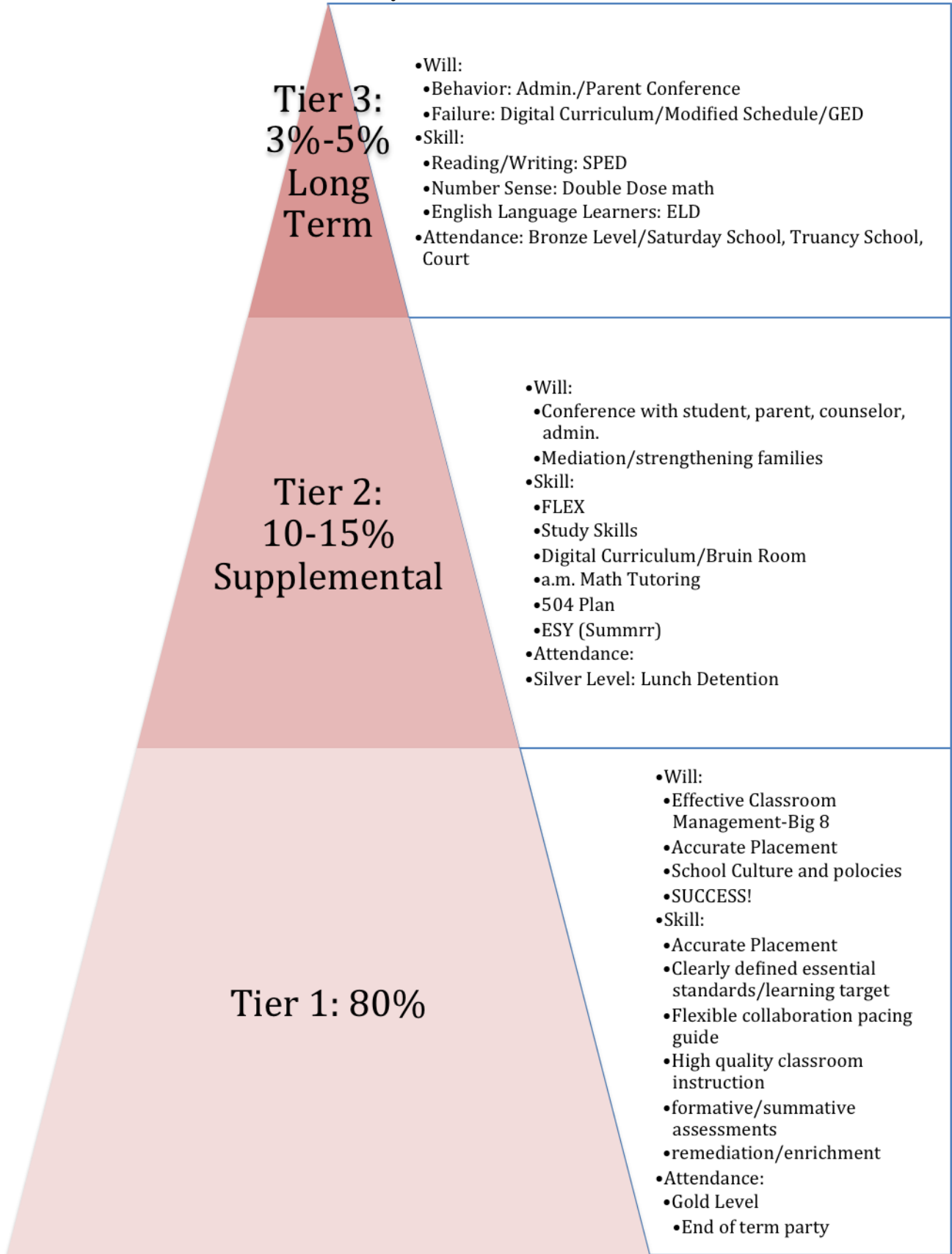
If the student attendance does not improve, than administrators make earnest and persistent effort before recommending a student to Truancy School. Truancy School is a 90-minute session at Orem High School and a \$20.00 fine. If after this, a student continuous to have habitual attendance issues they are referred to truancy court.

Response to Intervention Recommendations

In reviewing the Mountain View High School Pyramid of Intervention we can acknowledge that there are areas where we can improve. Below is a list of continuous improvement that we can do in order to improve our response to intervention:

- Continue to provide professional development to teachers, specifically about tier 1 and tier 2.
- With the help of leadership team, consider each intervention and make them more targeted, directive, and systematic.
- With the help and guidance of the Leadership team, create Tier 1 interventions that should be expected of every teacher at MVHS. Teacher leaders will be asked to generate these recommendations as classroom-teaching practices directly impacts their performance. Administration does not want to direct what Tier 1 interventions should or should not be occurring in the classroom setting. Teachers will create and agree to these interventions.
- Use data to consider if interventions are effective and efficient.
- Continue to work as a collaborative between teachers, parents, students, advocates, counselors, and administrators to help students succeed.

Current Pyramid of Intervention



What is the role of the Student Success Team (SST) at Mountain View High?

The Student Success Team at Mountain View High School meets weekly to discuss the needs of tier 2 and tier 3 students. Administration, counselors, advocates, and social workers all play a role on this team. Students are also referred to the SST by the teacher referral form located on the MVHS Website. Administrators, Counselors and advocates divide the alphabet and work in individual teams as well as a collective team to support student success.

1. Attendance Support:
 - a. Identify students on Silver and Bronze Level
 - b. Communicate with parents
 - c. Meet with students and create a plan of action
 - d. Home visits
 - e. Referrals to outside resources: Mediation/Strengthening Families
 - f. EPE: Documentation
 - g. Refer students to Truancy School (Silver Level), Truancy Court (Bronze Level)

2. Academic Support (Skill):
 - a. Identify students with an F grade (mid-term, end of the term)
 - b. Accurate placement of students (Sophomore articulation meeting)
 - c. Communicate with parents for PTC
 - d. Meet with students individually on how to improve academic level
 - e. Communicate with teachers to make student plans

3. Behavior Support (Will):
 - a. Make staff and faculty aware of situations so student can have positive interactions with adults in the building.
 - b. Identify cause of the symptoms.
 - c. Refer to appropriate intervention or resources (ISS/MSW/psychologist, etc.)
 - d. Communicate and make a plan with parents
 - e. Monitor grades and attendance
 - f. Provide a safe and nurturing hopeful environment
 - g. Make sure that every student has one adult that they can reach out to

4. Other Responsibilities
 - a. Support Mountain View High School MVVG
 - b. Provide every student with as much support and hope needed to graduate from high school
 - c. Reciprocal communication with teachers
 - d. Meet in alphabetical teams (A-G; H-O; P-Z)
 - e. Refer students and families to outside resources or agency's
 - f. Develop and review the school pyramid of intervention

What is the role of the Advocate at Mountain View High School?

Advocates, Administrative Assistants, or Trackers, play a critical role in Tier 2 interventions at MVHS. Their primary role is to help students at a Tier 2 level who need additional supports to be successful in their classes. In a Tier 2 role, the Advocates do the following:

1. Attendance Support: Meet with students who are on the Silver Level.
 - a. Meet with students individually/small groups
 - i. Review Attendance Policy
 - ii. Review student Attendance
 - b. Communicating with parents when students meet Attendance Criteria
 - i. Phone calls
 - ii. Emails
 - iii. Citation Letter #1 (Silver Level); Citation Letter #2 (Bronze Level); Citation #3 (Red Level)
 - c. Hold regular Lunch Detentions
 - d. Refer students to Counselors and Administrators as needed.
2. Academic Support (Skill):
 - a. Meet with students individually
 - b. Make an academic plan
 - i. Review grades
 - ii. FLEX
 - iii. Which teachers do the student or advocate need to contact
 - iv. Communicate with parents (email, phone call, letter)
 - c. Refer students to Counselors, as needed.
3. Behavior Support (Will):
 - a. Learn the student story
 - b. Build Hope: Provide students reasonable resources, options and opportunities to succeed.
 - c. Refer students to Counselors, Social Worker, and Administrators, as needed.
4. Other Administrative Duties
 - a. Hall supervision: Before, and after school, lunch, between classes and Bruin Room
 - b. Participate in SST (Student Success Team)
 - c. Walk perimeter of school and check bathrooms
 - d. Set up or take down for events i.e. Parent Teacher Conference
 - e. Walk a student down to the Administrative Offices
 - f. Assist in emergency drills
 - g. Assist with minor injuries
 - h. Assist with supervision during student programs (assemblies, recognitions, etc.)
 - i. Document conversations with students, parents, teachers and staff in a professional, non-emotional or judgmental manner. State the facts (anecdotal notes/ log notes/ emails).
 - j. Cover phones for Attendance Secretary for her lunch
 - k. Substitute classes/ as approved by Administrator

- l. Mediate and advocate on behalf of the student with teachers, counselors, and administrators.
- m. Parking Tickets
- n. New Student Orientation
- o. Spanish Translation
- p. Document Bruin Room
- q. Copy Center
- r. Attendance/Tuancy School Letters Weekly
- s. Lock doors
- t. Lunch Detention
- u. Supervise in the Bruin Room
- v. Other responsibilities as needed and assigned by supervising Administrator