Implementation September 2019-June 2022

updated 1/6/2021

Auburn Mountainview High School

School Improvement Plan

School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2019-June 2022
Auburn School District Strategic Plan

Aspiration: As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

The Auburn School District is committed to engaging, educating and empowering **EACH** student with equity and excellence.

In the Auburn School District, it means:
- 100% of our students graduate and are ready for their future.
- Excellent Attendance
- Mastery of Grade Level Standards
- Family/Community Engagement

District Goal 1 - **Engage:** Connect students to their schools and learning.
District Goal 2 - **Educate:** Ensure relevant learning, high achievement and graduation for each student.
District Goal 3 - **Empower:** Enable students and staff to thrive now and in the future.

School			
Auburn Mountainview High School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Thomas Ostrander (SIP Administrator/Equity Action Step 2)	Leah O'Brien (Title/LAP Specialist/Equity Goal Action Step 1/Math Goal)	Terri Herren (Principal/Equity Goal Action Step 1)	Alicia Thompson (Math Goal)
Kirsten Gravning (Math Goal)	Maeghan Bowman (Literacy Goal/Equity Goal Action Step 2)	Jessica Lee (Literacy Goal)	Janet Chu (Literacy Goal)
Kady Buchanan (Literacy Goal)	Heidi Bendt (Literacy Goal)	Shai O'Rourke (Equity Goal Action Step 2)	Julie Kapaska (Equity Goal Action Step 2)

Russell Edwards (Equity Goal Action Step 2)	Jared Gervais (Equity Goal Action Step 2)	Kevin Nishimoto (Equity Goal Action Step 2)	Erin Hall (Equity Goal Action Step 2/PD Specialist)
Adam France (Equity Goal Action Step 2)	Monte Eckelman (Equity Goal Action Step 2)		

SIP Template

School Improvement Team Signatures 2013-2014		
Date Submitted:	9/30/19	Date of School Board Approval:
Name	Title/Position	Signature
Terri Herren	Principal	
	Parent	
	Student	
	Community Member	
Thomas Ostrander	Assistant Principal	
Monte Eckelman	Assistant Principal	
Leah O'Brien	Title I/LAP Specialist	
Alicia Thompson	Teacher	
Kirsten Gravning	Teacher	
Maeghan Bowman	Teacher	
Jessica Lee	Teacher	
Janet Chu	Teacher	
Kady Buchanan	Teacher	
Heidi Bendt	Teacher	
Shai O'Rourke	Teacher	
Julie Kapaska	Teacher	
Russell Edwards	Paraeducator	
Jared Gervais	Teacher	

Kevin Nishimoto	Counselor	
Erin Hall	Teacher/PD Specialist	
Adam France	Teacher	
Each team must include staff, students, families, parents, and community members.		

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Anne Baunach	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	

Ryan Van Quill	School Board	

Auburn School District Mission In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Auburn School District Vision As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

Auburn Mountainview High School Mission

STAFF: In a mutually respectful and safe community, each student will
  -Achieve high standards of learning.
  -Demonstrate responsible citizenship
  -Value life-long learning

STUDENTS: In a supportive and spirited community, we as students will
  -Recognize the achievement of ourselves and our peers both inside the classroom and in outside
     activities
  -Be kind to everyone
  -Take responsibility for our own learning

Auburn Mountainview High School Vision

STAFF: The vision of Auburn Mountainview High School is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

STUDENTS: The vision of Auburn Mountainview High School students is to create a school environment that embraces individuality, values learning, promotes respect, and is dedicated to making a difference in our community not only now but graduation and beyond.

Auburn Mountainview High School Equity Statement

Auburn Mountainview High School is committed to fostering an environment where race, class, ethnicity, or other personal characteristics are valued and celebrated. Educational equity benefits all students as well as our entire community and requires a variety of resources to meet the individual needs of each student. We are intentional about involving families, students, and community members in our efforts to promote acceptance and inclusion. Through this partnership we strive to raise academic achievement and cultural awareness for all our students.

Background Information

WAC 180-16-220
Requirements for School Improvement Plan

6

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and "At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan." School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input

August 2018 AMHS PD: All certificated staff completed a google form to address our Prioritized Challenges. We used the 2014-2017 OSPI ESSA index chart and 2014-2017 OSPI ESSA percent chart as our resource for this activity.

Needs Assessment data was gathered together by the Title Specialist with the assistance of other staff in preparation for meetings with different teams for each of our SMART Goals.

The Math Department, in November 2018 at a PLC, reviewed their longitudinal data and the 2016-2019 SIP Math Smart Goal and Action Plans and then worked with the Title I Specialist on their 2019-2022 Goals and Action Steps. The 2019-2022 plan was refined by the department chairs, current 2018-2019 and upcoming department chair 2019-2020 and the Title I Specialist in June 2019.

At our November 2018 Equity Team meeting staff worked on an Equity statement to add to the Title Parent and Family Engagement Flyer and discussed devoting their March meeting to working on our 2019-2022 SIP Equity Goal.

In December 2018, a group of teachers, administrators, counselors and Title staff (fourteen staff total) visited Nathan Hale High School to see how their teaming program works. Later that afternoon all attendees met at AMHS to reflect on the Nathan Hale program and our 2018 2019 9th grade teaming. From that discussion the master schedule for 9th grade Academies was put together in preparation for incoming 9th grade presentations and scheduling during the March and April 2019. The 9th grade Academy is our Equity Goal Action Step 1.

In March 2019 the Equity Team members for the past two years and the current equity team were invited to the March 13 Equity Team meeting to begin work on Action Step 2 for our Equity in Graduation Goal. Discussion focused on decreasing the percent of students with high risk attendance (10% or more days absent). One point that was discussed at length was reducing out of school suspensions and how we could support students in a daily in-house suspension program. This program would include the academic supports that are missed when a student is out of the building. From here an assistant principal, our Dean of Students-Attendance, PD Specialist, and Title I Specialist continued the work on Action Step 2 of our Equity Goal.

In early April 2019 our Literacy Team met for most of the day to review our 2016-2019 Literacy Goal and the resulting data. SBA ELA longitudinal data, 2018-2019 9th grade Gates-MacGinnitie vocabulary/comprehension assessment results were also reviewed. Out Literacy SMART Goal and Action Step 1 were developed and later in June our Action Step 2 was completed.

At our April 2019 monthly staff meeting all staff reviewed our SMART Goals and Action Steps. Staff included comments and suggestions on a google doc for the action steps implementation. Some adjustments were made to the draft action steps based on these comments and suggestions.

In early June we had a Title Parent Day (7:30 am-3 pm) for parents to review our draft SMART Goals/Action Steps and make comments and suggestions. Parents were also invited to make comments and suggestions for our Compact and Parent and Family Engagement Policy. No parents attended. We sent out an invitation the previous week via Skyward Messaging.

December 2019/January 2020: updates to our plan following our December 2019 district meeting.

January 2020: In the process of setting up a meeting with the IRC (International Refuge Committee) to review our SIP, Parent and Family Engagement Plan, Compact.

January 2020: Presentation to the School Board (Terri Herren)

Highly Qualified Staff – SWT 2 & 3/LAP

All staff hired prior to December 10, 2015 have completed requirements to become highly qualified. This includes teachers and classroom paraeducators.

High Quality, Highly Qualified Teachers – SWT 2 & 3/LAP

Starting three years ago we began a New Teacher Orientation program conducted by our PD Specialist. The program includes monthly meetings, classroom observations, and meetings with individual new teachers.

For all teachers, we start the year with four days of professional development the week prior to school starting. During the school year there are monthly staff meetings, four Schoolwide PLCs, and optional PD on Waiver days. PD includes technology, equity, TPEP, and SIP Action Steps support.

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic Data

From school year 2015 to 2018 we have had a decrease in our percent population of White students, from 57.7% in 2015 to 51.1% in 2018, and our Pacific Islander students, from 1.6% in 2015 to 1.1% in 2018. We have had an increase in our percent of Hispanic/Latino students, from 15.0% in 2015 to 17.5% in 2018, our Black students, from 9.1% in 2015 to 11.1% in 2018, our Multiracial students, from 7.0% in 2015 to 7.4% in 2018, and our Asian students, from 8.9% in 2015 to 11.1% in 2018.
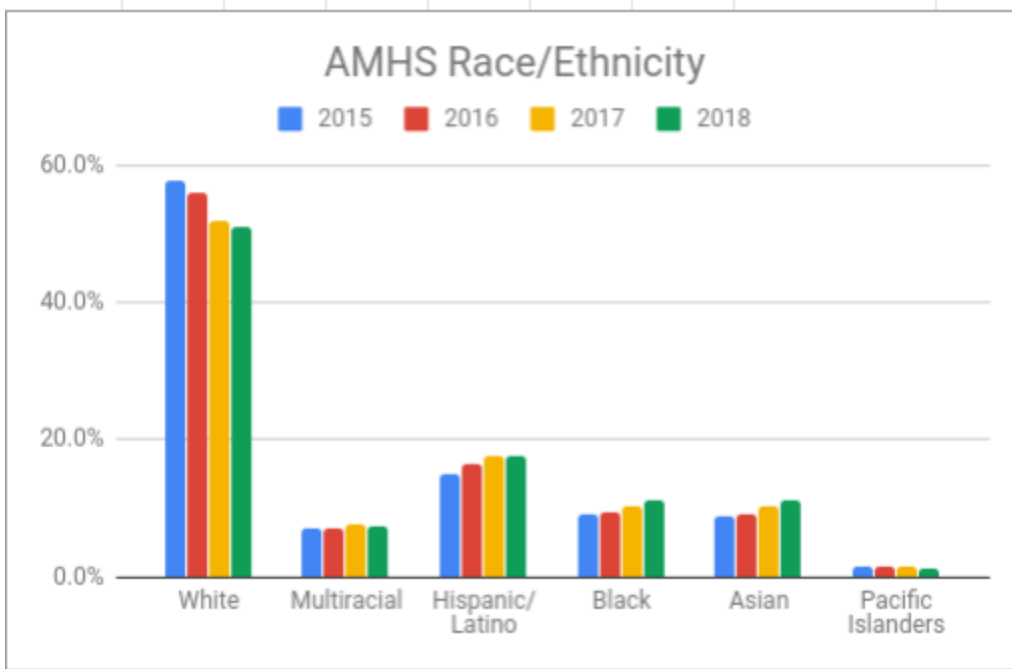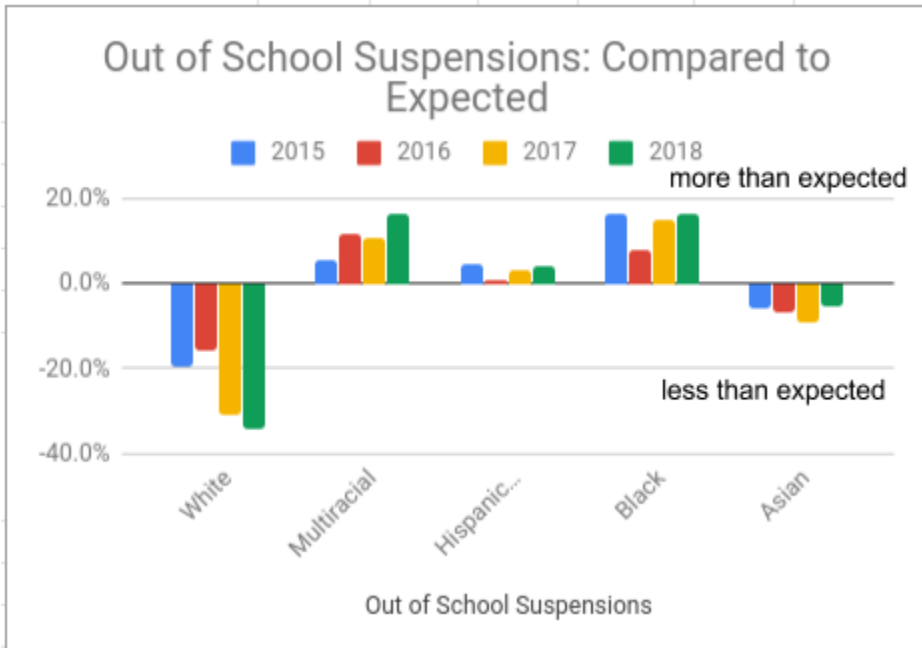
Discipline

We looked at the difference between the expected percent of out of school suspensions within each race/ethnicity population and the actual percent of out of school suspensions in each race/ethnicity population from school year 2015 to 2018. The expected percent was based on the percent of each race/ethnicity population with in our school building. The gap between the expected and actual out of school suspensions widened from 2015 to 2018 in our White students, from 19.6% less than expected in 2015 to 34.0% less than expected in 2018, and also in our Multiracial students, form 5.4% more than expected in 2015 to 16.5% more than expected. The gap was smaller in our Hispanic/Latino population varying from 1.0% to 4.5% more than expected over the four school years. The gap was a little wider for our Asian students varying from 6.0% to 9.0 % less than expected over the four school years. The gap initially decreased from 16.6% more than expected in 2015 to 8.1% more than expected in 2016 for our Black student population, then the gap widened in 2017 to 15.0% more than expected, then 16.2% more than expected in 2018.

Out of School Suspensions Differences	White	Multiracial	Hispanic/Latino	Black	Asian
2015	-19.6%	5.4%	4.5%	16.6%	-6.0%
2016	-15.8%	11.6%	1.0%	8.1%	-7.0%
2017	-31.1%	10.7%	3.1%	15.0%	-9.0%
2018	-34.0%	16.5%	4.1%	16.2%	-5.4%

10/1/2018

Out of School Suspensions: Compared to Expected

2015 Discipline	White	Multiracial	Hispanic/Latino	Black	Asian
race/ethnicity in building	57.7%	7.0%	15.0%	9.1%	8.9%
Expulsions	80.0%		20.0%		
Suspensions (out of school)	38.1%	12.4%	19.5%	25.7%	2.9%
Suspensions (in school)	45.4%	8.4%	17.7%	16.0%	5.0%

2016 Discipline	White	Multiracial	Hispanic/Latino	Black	Asian
race/ethnicity in building	56.0%	7.0%	16.5%	9.4%	9.1%
Expulsions	11.1%	33.3%	22.2%	22.2%	11.1%
Suspensions (out of school)	40.2%	18.6%	17.5%	17.5%	2.1%
Suspensions (in school)	33.3%		33.3%		

2017 Discipline	White	Multiracial	Hispanic/Latino	Black	Asian
race/ethnicity in building	51.8%	7.7%	17.6%	10.3%	10.2%
Expulsions	33.3%	19.7%	16.7%	16.7%	
Suspensions (out of school)	20.7%	18.4%	20.7%	25.3%	1.2%
Suspensions (in school)	32.1%	10.7%	21.4%	16.1%	

2018 Discipline	White	Multiracial	Hispanic/Latino	Black	Asian
race/ethnicity in building	51.1%	7.4%	17.5%	11.1%	11.1%
Expulsions	40.0%	25.0%	70.0%	20.0%	
Suspensions (out of school)	17.1%	23.9%	21.6%	27.3%	5.7%
Suspensions (in school)	29.6%	11.4%	27.3%	15.6%	2.3%

Attendance

We looked at our high risk attendance (10% or more school days absent, excused or unexcused) data within our race/ethnicity student populations from school year 2015 to 2018. Our White student population high risk attendance increased from 34.1% in 2015 to 37.3% in 2016 and then decreased to 33.2% in 2018. Our Multiracial student population high risk attendance increased from 39.1% in 2015 to 42.1% in 2017 and then decreased to 41.0% in 2018. Our Hispanic/Latino student population high risk attendance increased from 44.5% in 2015 to 51.2% in 2017 and then decreased to 45.1% in 2018. Our Black/African American student population high risk attendance decreased from 47.0% in 2015 to 45.8% in 2016 and then increased to 49.4% in 2017 and 49.2% in 2018. Our Asian student population high risk attendance decreased from 21.2% in 2015 to 16.7% in 2017 and then increased to 20.8% in 2018. Our Native Hawaiian/Pacific Islander student population high risk attendance increased from 48.2% in 2015 to 63.0% in 2017 and decreased to 55.6% in 2018.

High Risk Attendance	White	Multiracial	Hispanic/Latino	Black	Asian	Native Hawaiian/ Pacfic Islander
2015	34.1%	39.1%	44.5%	47.0%	21.2%	48.2%
2016	37.3%	41.4%	48.5%	45.8%	21.5%	47.8%
2017	34.8%	42.1%	51.2%	49.4%	16.7%	63.0%
2018	33.2%	41.0%	45.1%	49.2%	20.8%	55.6%

10/1/2018
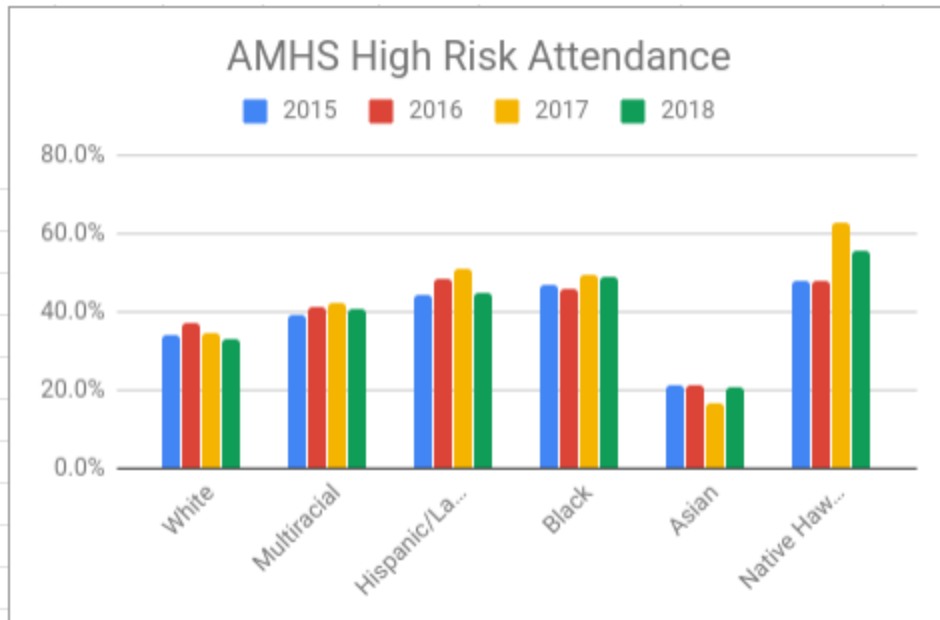
Data Analysis- ELPA21 (ELL Data)

In 2016 we had 4.0% of our students meet standard on the ELPA21 assessment. In 2017 we had 3.0% meet standard on the ELPA21 test and 63.5% make progress on meeting the standard. In 2018 we had 9.5% meet standard on the ELPA21 test and 37.3% make progress on meeting the standard.
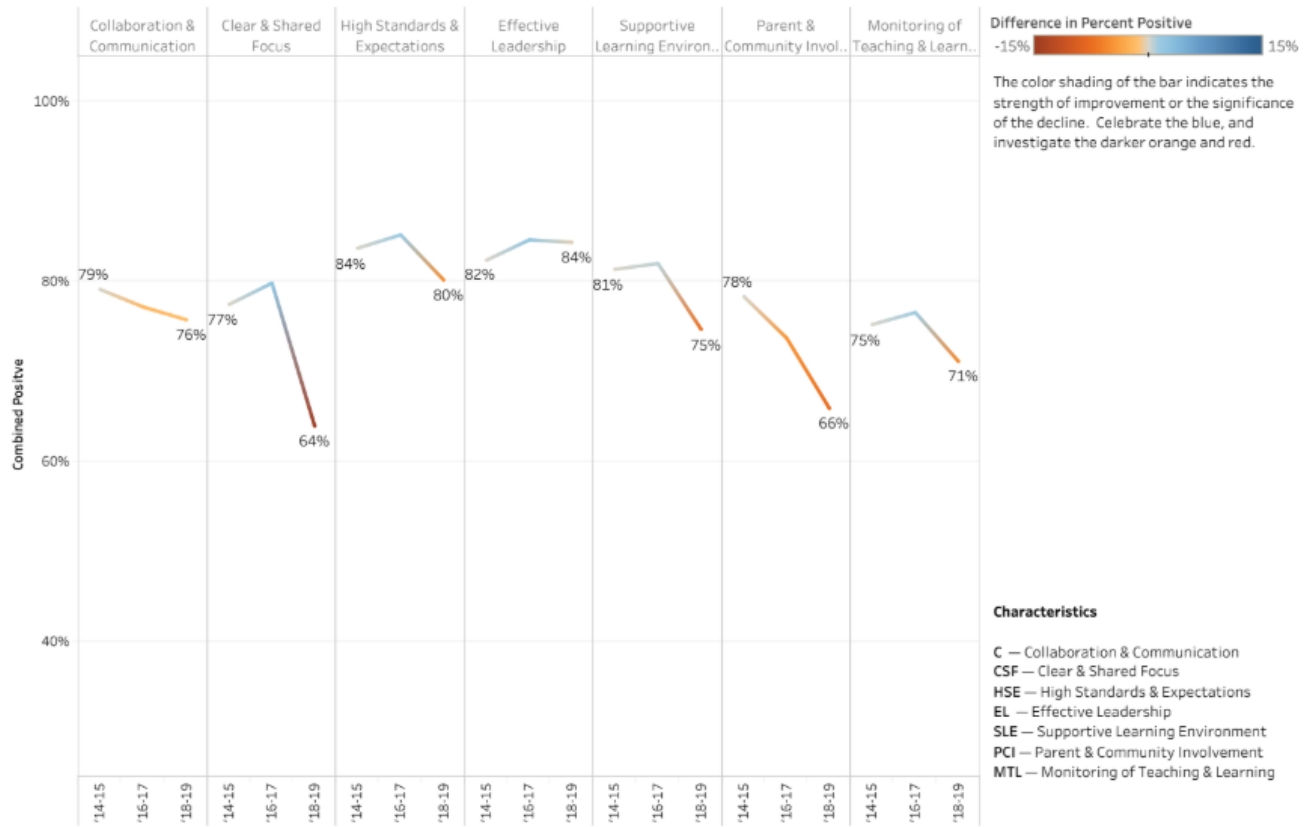
(data from the new OPSI School Report Card)

Data Analysis- ESS Perceptual Survey (formerly CEE)

Parent Survey Longitudinal Data: Nine Characteristics of High-Performing Schools

Parent EES Survey results had about the same level of positive responses for "Effective Leadership" over the three cycles of surveys: 82% positive in 2015 and 84% positive in 2017 and 2019. All other characteristics had a decreased positive response, most notably "Clear and Shared Focus" and "Parent and Community Involvement." "Clear and Shared Focus" positive responses: 77% in 2015, 80% in 2017, and 64% in 2019. "Parent and Community Involvement" positive responses: 78% in 2015, 74% in 2017, and 66% in 2019.

9 Characteristics Comparison - **Percent Positive Scores**

Difference in Percent Positive

-15% ▬▬▬▬▬▬ 15%

The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

	Collaboration & Communication	Clear & Shared Focus	High Standards & Expectations	Effective Leadership	Supportive Learning Environ..	Parent & Community Invol..	Monitoring of Teaching & Learn..
	79% → 76%	77% → 64%	84% → 80%	82% → 84%	81% → 75%	78% → 66%	75% → 71%

Y-axis: Combined Positive (100%, 80%, 60%, 40%)

X-axis (each group): '14-15, '16-17, '18-19

Characteristics

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
MTL — Monitoring of Teaching & Learning

13
10/1/2018

Staff Survey Longitudinal Data: Nine Characteristics of High-Performing Schools

Most Staff EES surveyed characteristics stayed about the same over the three cycles of surveys with slight increases and decreases in percent of positive responses. "District Support for Improvement" had the greatest increase in positive responses: 66% in 2015, 74% in 2017, and 83% in 2019. "Clear and Shared Focus" continued to increase with positive response: 78% in 2015, 85% in 2017, and 86% in 2019.

9 Characteristics Comparison - **Percent Positive Scores**

Auburn Mountainview High School

14
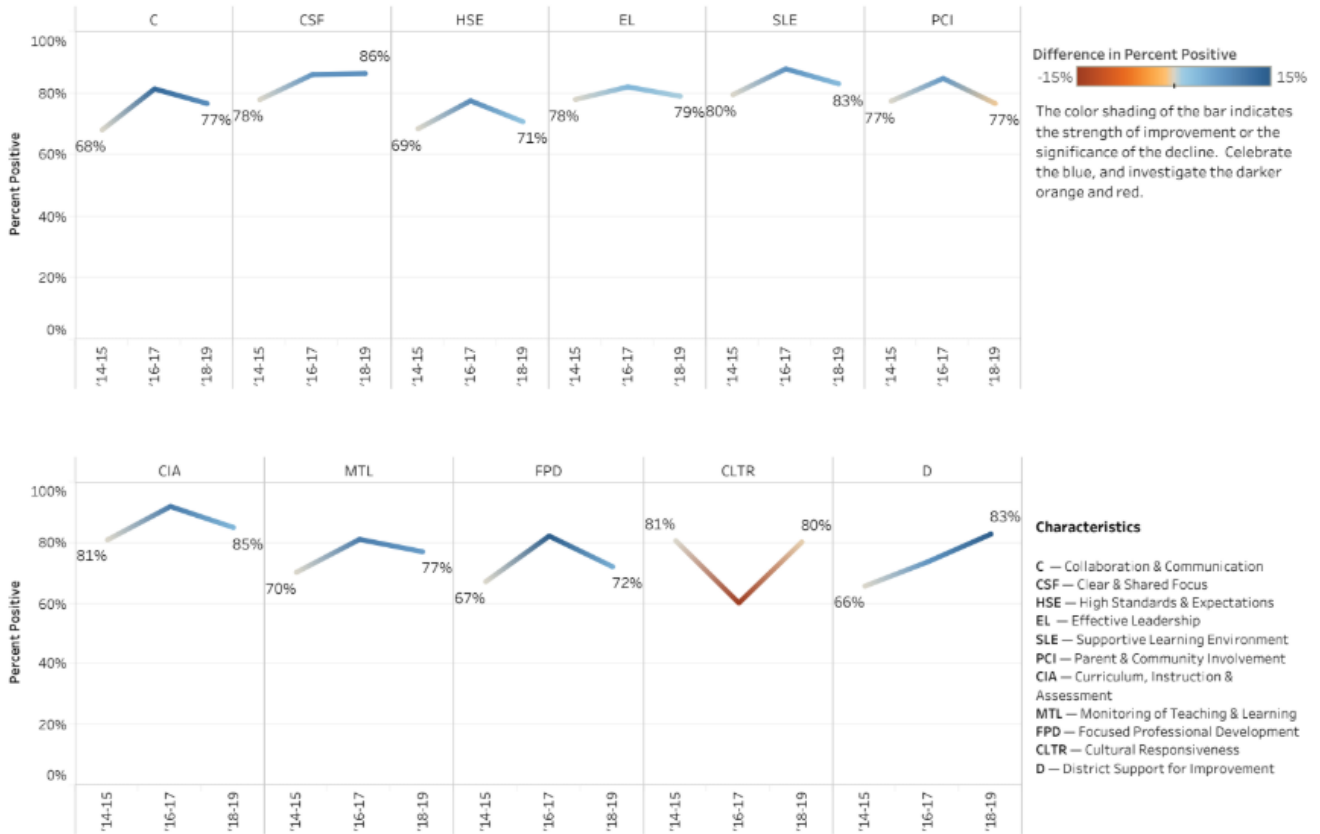
Student Survey Comparative Data: Nine Characteristics of High-Performing Schools

The Student EES results are reported out as a comparison to Schools of Distinction (High Performing Schools) and Nationwide Schools that also participate in EES Student Survey. In all characteristics our survey results had a greater percent of positive responses than the comparison groups of schools. Most notably in the Parent and Community Involvement characteristic with approximately 50-51% positive response for the comparison groups of schools and 58% for students at AMHS.

9 Characteristics Comparison - **Percent Positive Scores**

Auburn Mountainview High School

How does your school compare to:
- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

Characteristics

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
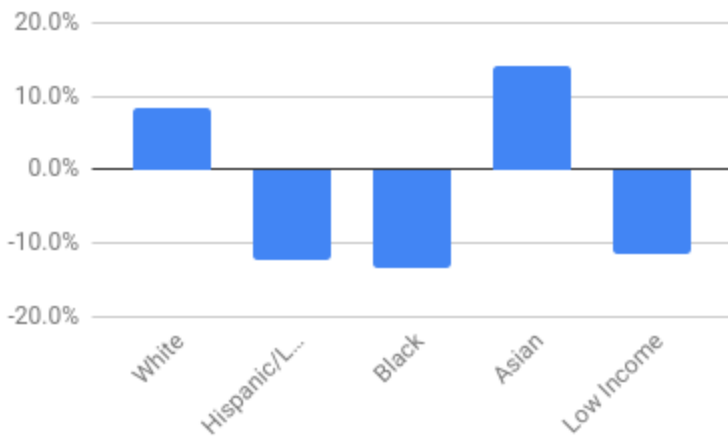**MTL** — Monitoring of Teaching & Learning
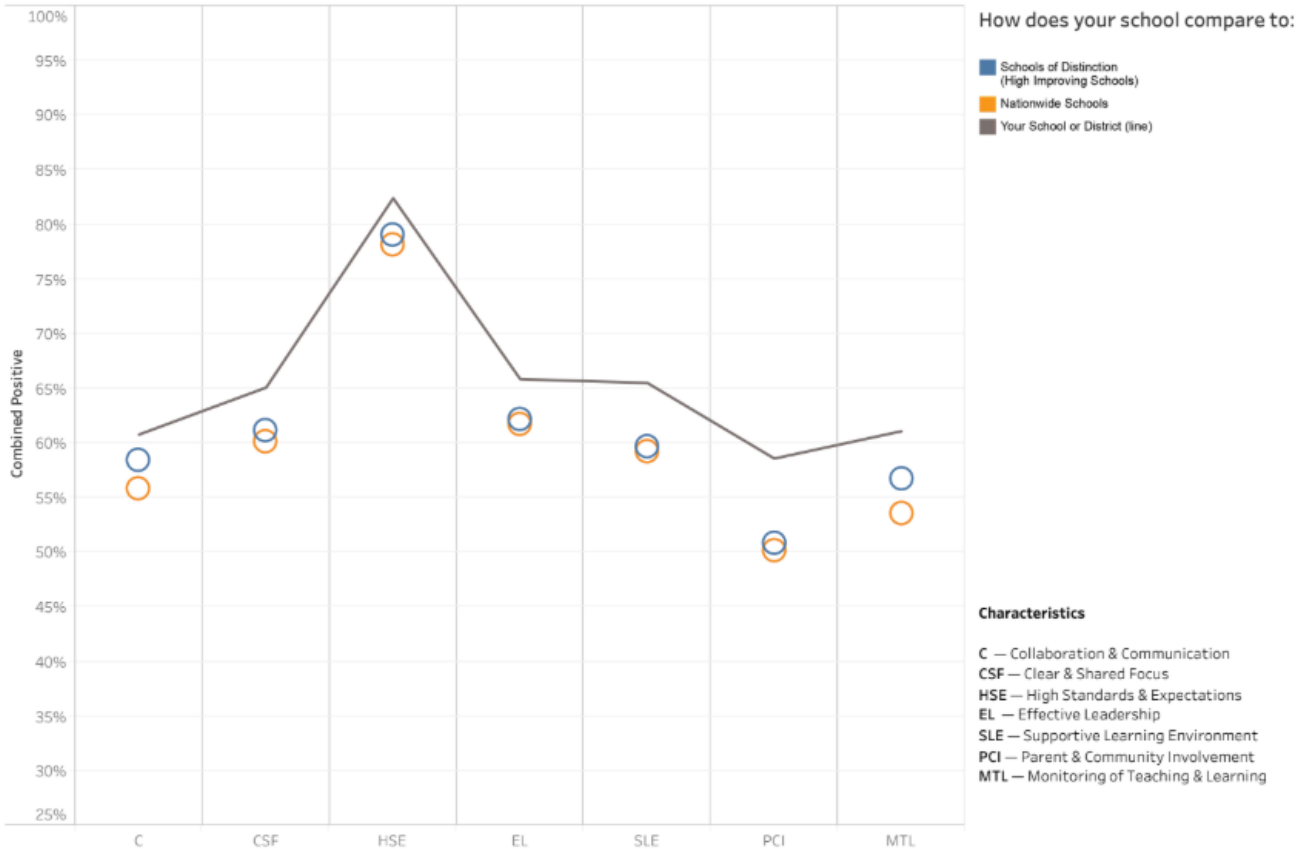
SBA ELA

We looked at the 2018 school year data as this is the first year of the 10th grade SBA ELA rather than the 11th grade SBA ELA. We did look at the gap between the "All" students and the different student populations in the 2018 test. Our White student population had 8.4% more students meet standard compared to all students. Our Hispanic/Latino student population had 12.4% less students meet standard compared to all students. Our Black student population had 13.5% less students meet standard compared to all students. Our Asian student population had 14.0% more students meet standard compared to all students. Our Low Income student population had 11.4% less students meet standard compared to all students. Our 10th grade English Learner population that took the assessment was too small statistically to be reported out.

15

SBA ELA 10th grade	All	White	Hispanic/Latino	Black	Asian	EL	Low Income
2018	71.3%	79.7%	58.9%	57.8%	85.3%		59.9%

	All	White	Hispanic/Latino	Black	Asian		Low Income
SBA ELA compared to All Students		8.4%	-12.4%	-13.5%	14.0%		-11.4%

SBA ELA Difference: Compared to All Students

SBA Math

We looked at the 2018 school year data as this is the first year of the 10th grade SBA Math rather than the 11th grade SBA Math. We did look at the gap between the "All" students and the different student populations in the 2018 test. Our White student population had 6.0% more students meet standard compared to all students. Our Hispanic/Latino student population had 10.9% less students meet standard compared to all students. Our Black student population had 17.1% less students meet standard compared to all students. Our Asian student population had 13.0% more students meet standard compared to all students. Our English Learner student population had 28.8% less students meet standard compared to all students. Our Low Income student population had 11.1% less students meet standard compared to all students.

16

SBA Math 10th grade	All	White	Hispanic/Latino	Black	Asian	EL	Low Income
2018	38.1%	44.1%	27.2%	20.9%	51.1%	9.3%	27.0%

	All	White	Hispanic/Latino	Black	Asian	EL	Low Income
SBA Math compared to All Students		6.0%	-10.9%	-17.1%	13.0%	-28.8%	-11.1%
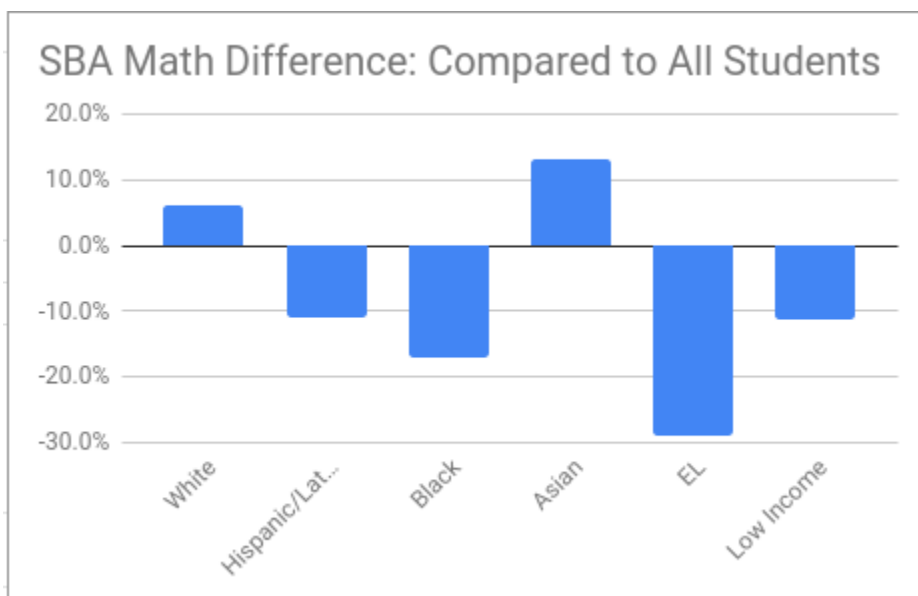
Graduation Rates

We looked at the difference between the expected percent graduations rates within each race/ethnicity student population and the actual percent graduation rates in each race/ethnicity student population from school year 2015 to 2018. The expected percent was based on the percent of each race/ethnicity population with in our school building. The gap between the expected and actual graduation rates widened slightly from 2014 to 2018 in our White students, from 0.4% more than expected in 2014 to 2.0% more than expected in 2018. The gap between the expected and actual graduation rates varied from 2014 to 2018 in our Multiracial student population, from 8.0% less than expected in 2014, 11.4% more than expected in 2015, 1.2% more than expected in 2016, 5.7% more than expected in 2017, to 3.7% less than expected in 2018. The gap between the expected and actual graduation rates varied from 2014 to 2018 in our Black/African American student population, from 4.9% less than expected in 2014, 17.2% less than expected in 2015, 5.5% less than expected in 2016, 19.3% less than expected in 2017, to

3.7% less than expected in 2018. The gap between the expected and actual graduation rates varied from 2014 to 2018 in our Hispanic student population, from 3.8% less than expected in 2014, 1.9% less than expected in 2015, 1.3% less than expected in 2016, 1.9% more than expected in 2017, to 11.9% less than expected in 2018. The gap between the expected and actual graduation rates varied from 2014 to 2018 in our Asian student population, from 9.4% more than expected in 2014, 0.7% more than expected in 2015, 6.5% more than expected in 2016, 5.7% more than expected in 2017, to 3.7% less than expected in 2018. The gap between the expected and actual graduation rates varied from 2014 to 2018 in our English Learner student population, from 8.0% less than expected in 2014, 19.0% less than expected in 2015, 17.5% less than expected in 2016, 25.3% less than expected in 2017, to 17.2% less than expected in 2018. The gap between the expected and actual graduation rates varied from 2014 to 2018 in our Students with Disabilities student population, from 21.6% less than expected in 2014, 40.8% less than expected in 2015, 15.2% less than expected in 2016, 15.0% less than expected in 2017, to 9.5% less than expected in 2018.

Graduation Rate	All	White	Two or More Races	Hispanic/Latino	Black/African American	Asian	English Learner	Students with Disabilities
2014	90.6%	91.0%	82.6%	86.8%	85.7%	100.0%	82.6%	69.0%
2015	88.6%	89.9%	100.0%	86.7%	71.4%	89.3%	69.6%	47.8%
2016	93.5%	94.7%	94.7%	92.2%	88.0%	100.0%	76.0%	78.3%
2017	94.3%	95.9%	100.0%	96.2%	75.0%	100.0%	69.0%	79.3%
2018	93.7%	95.7%	90.0%	81.8%	90.0%	92.0%	76.5%	84.2%

Graduation Rate compared to All Students		White	Two or More Races	Hispanic/Latino	Black/African American	Asian	English Learner	Students with Disabilities
2014		0.4%	-8.0%	-3.8%	-4.9%	9.4%	-8.0%	-21.6%
2015		1.3%	11.4%	-1.9%	-17.2%	0.7%	-19.0%	-40.8%
2016		1.2%	1.2%	-1.3%	-5.5%	6.5%	-17.5%	-15.2%
2017		1.2%	5.7%	1.9%	-19.3%	5.7%	-25.3%	-15.0%
2018		2.0%	-3.7%	-11.9%	-3.7%	-3.7%	-17.2%	-9.5%

Graduation Rate: Difference Compared to "All Students"
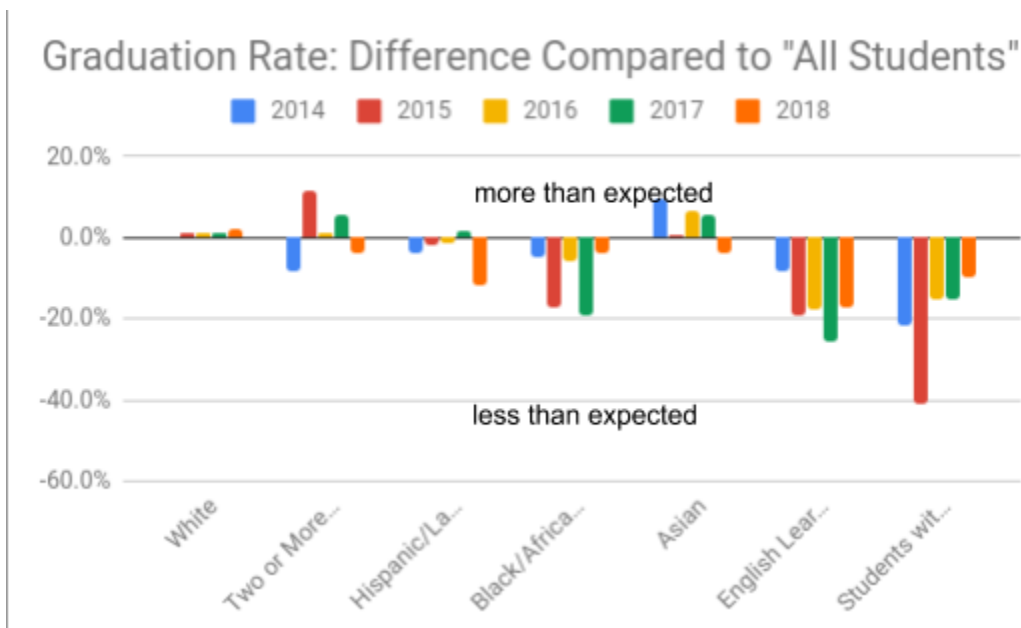
Graduation Rates, Drop Out Rates, and 5 Year Graduation Rates

The school years 2018 and 2019 are the first two years that the dropout rate doesn't include students that completed their 12th grade year at AMHS but didn't graduate (non-grad in the chart). From 2018 to 2019 our graduation rate dropped from 93.7% in 2018 to 91.6% in 2019, with an increased dropout rate from 3.9% in 2018 to 7.1% in 2019. Our non-grad rate decreased from 2.4% in 2018 to 1.2% in 2019.

Class of	4 year grad rate	4 year drop out rate	4 year non-grad rate	5 year grad rate
2018	93.7%	3.9%	2.4%	97.2%
2019	91.6%	7.1%	1.2%	

Demographically, our English Learner students had an increased graduation rate of 76.5% in 2018 to 78.3% in 2019, an increased dropout rate of 14.7% in 2018 to 19.6% in 2019, and a decreased non-grad rate of 8.2% in 2018 to 2.2% in 2019. Our Students with Disabilities had an increased graduation rate of 81.8% in 2018 to 90.9% in 2019, a decreased dropout rate of 5.3% in 2018 to 3.0% in 2019, and a decreased non-grad rate of 10.5% in 2018 to 6.1% in 2019. Our Hispanic/Latino students had an increased graduation rate of 81.8% in 2018 to 85.9% in 2019, a stable dropout rate of 10.9% in 2018 to 10.9% in 2019, and a decreased non-grad rate of 7.3% in 2018 to 3.1% in 2019. Our Low Income students had a decreased graduation rate of 91.4% in 2018 to 87.8% in 2019, an increased dropout rate of 5.1% in 2018 to 11.2% in 2019, and a decreased non-grad rate of 3.6% in 2018 to 1.0% in 2019. Our White students had a decreased graduation rate of 95.7% in 2018 to 92.1% in 2019, an increased dropout rate of 3.4% in 2018 to 7.3% in 2019, and a decreased non-grad rate of 1.0% in 2018 to 0.6% in 2019. Our Black students do not have demograhic data available for 2018 in the OSPI database, so 2019 will be their baseline data for future comparison.

		4 Year Grad Rate	4 Year Drop Out Rate	4 Year Non-Grad Rate
2018	All Studer	93.7%	3.9%	2.4%
2019	All Studer	91.6%	7.1%	1.2%
2018	EL	76.5%	14.7%	8.2%
2019	EL	78.3%	19.6%	2.2%
2018	Black			
2019	Black	91.5%	4.3%	4.3%
2018	Hispanic / Latino	81.8%	10.9%	7.3%
2019	Hispanic / Latino	85.9%	10.9%	3.1%
2018	Low Incon	91.4%	5.1%	3.6%
2019	Low Incon	87.8%	11.2%	1.0%
2018	SWD	84.2%	5.3%	10.5%
2019	SWD	90.9%	3.0%	6.1%
2018	White	95.7%	3.4%	1.0%
2019	White	92.1%	7.3%	0.6%

Ninth Graders on Track (passing all classes attempted)

Our 9th grade Asian student population has had about the same percent of students on track each year: 97.6% in 2016, 97.4% in 2017, and 97.9% in 2018. Our Black/African American student population had a decrease from 85.4% in 2016 to 72.9% in 2017 and an increase to 79.1% in 2018. Our Hispanic/Latino student population had a decrease from 78.7% in 2016 to 71.4% in 2017 and an increase to 74.4% in 2018. Our Multiracial student population had a decrease from 74.3% in 2016 to 72.7% in 2017 and an increase to 92.6% in 2018. Our Hawaiian/Pacific Islander student population had an increase from 42.9% in 2016 to 100% in 2018.
Our White student population had an increase from 86.6% in 2016 to 90.0% in 2018. Our English Learner student population had a decrease from 73.9% in 2016 to 56.4% in 2018. Our Students with Disabilities student population had a decrease from 67.7% in 2016 to 41.1% in 2017 and then increased to 60.0% in 2018.

9th Grade on Target	Asian	Black	Hispanic/ Latino	Multiracial	Hawaiian/ Pacific Islander	White	English Learners	Students with Disabilities
2016	97.6%	85.4%	78.8%	74.3%	42.9%	86.6%	73.9%	67.7%
2017	97.4%	72.9%	71.4%	72.7%	44.4%	86.3%	54.5%	41.0%
2018	97.9%	79.1%	74.4%	92.6%	100.0%	90.0%	56.4%	60.0%

Ninth Grade on Track: Passed all Classes Attempted
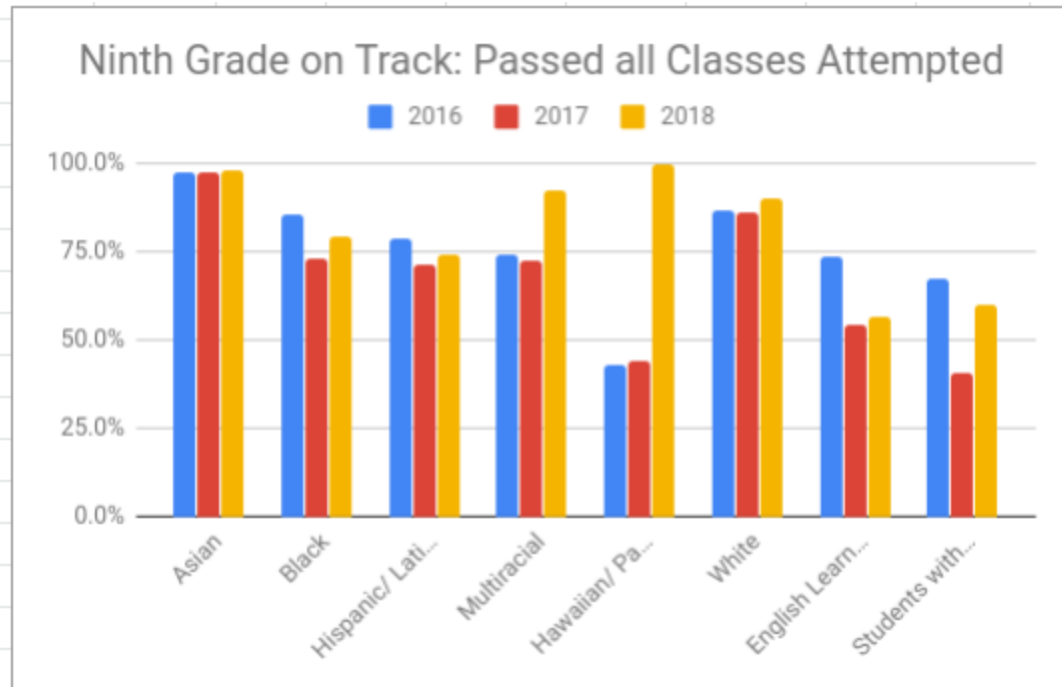
Gates Macginitie Reading Assessment and Fluency Assessment

We assessed all of our 2018-2019 9th grade LA 9 students and compared their average results to their 8th grade SBA ELA scores. Students who scored Level 1 or low Level (lower two-thirds of Level 2) scored on average at least two grade levels below 9th grade on the vocabulary and comprehension assessment. High Level 2 SBA students were within two grade levels below on the vocabulary and comprehension assessment. Level 3 and Level 4 students were on target with the vocabulary and comprehension assessment. Students who scored Level 1, Level 2, or Level 3 scored at the instructional reading level on the Fluency Percent assessment. Level 4 students scored at the independent reading level. Level 1 and Level 2 students scored at the moderate risk level for CWPM (correct words per minute). Level 3 and Level 4 students scored at the low risk level for CWPM.

	Fall 2018 9th grade LA 9 students				
	Fluency CWPM	Fluency Percent	Vocabulary	Comprehension	
Level 1 SBA	116	97.0%	6.4	5.8	32 students
Low Level 2 SBA	115	96.1%	6.7	6.2	48 students
High Level 2 SBA	123	96.7%	7.8	7.2	33 students
Level 3 SBA	135	97.7%	8.9	9.2	94 students
Level 4 SBA	163	98.9%	10.6	12.3	10 students

Algebra and Geometry Pass Rates

We looked at the gap between the All Student passing rates for Algebra and Geometry students and each of demographic groups from school year 2017 to 2019 using data available in Tableau.

Algebra:
The gap widened slightly from 2017 to 2019 in our Asian students, from 2.0% less than expected in 2017 to 2.1% less than expected in 2019. The gap improved slightly from 2017 to 2019 in our Black students, from 0.2% more than expected in 2017 to 2.3% more than expected in 2019. The gap widened slightly from 2017 to 2019 in our Hispanic/Latino students, from 0.2% less than expected in 2017 to 2.2% less than expected in 2019. The gap improved from 2017 to 2019 in our Multiracial students, from 6.5% less than expected in 2017 to 1.1% more than expected in 2019. The gap improved slightly from 2017 to 2019 in our White students, from 1.0% more than expected in 2017 to 2.9% more than expected in 2019. The gap widened from 2017 to 2019 in our English Learner students, from 7.5% more than expected in 2017 to 4.3% less than expected in 2019. The gap improved slightly from 2017 to 2019 in our High Poverty students, from 1.9% less than expected in 2017 to 1.4% less than expected in 2019. Overall, our gaps improved from 2017 to 2019, with larger gaps in 2018 than in either the 2017 or 2019 school year.

Geometry:
The gap decreased slightly from 2017 to 2019 in our Asian students, from 1.5% more than expected in 2017 to 0.7% more than expected in 2019. The gap decreased slightly from 2017 to 2019 in our Black students, from 1.5% more than expected in 2017 to 0.4% less than expected in 2019. The gap increased from 2017 to 2019 in our Hispanic/Latino students, from 0.3% less than expected in 2017 to 5.2% less than expected in 2019. The gap improved from 2017 to 2019 in our Multiracial students, from 3.6% less than expected in 2017 to 3.6% more than expected in 2019. The gap improved slightly from 2017 to 2019 in our White students, from 0.3% less than expected in 2017 to 1.2% more than expected in 2019. The gap widened from 2017 to 2019 in our English Learner students, from 4.7% more than expected in 2017 to 5.1% less than expected in 2019. The gap widened from 2017 to 2019 in our High Poverty students, from 0.8% more than expected in 2017 to 3.9% less than expected in 2019. Overall, our gaps were about the same in 2017 and 2019, with larger gaps in 2018 than in either the 2017 or 2019 school year.
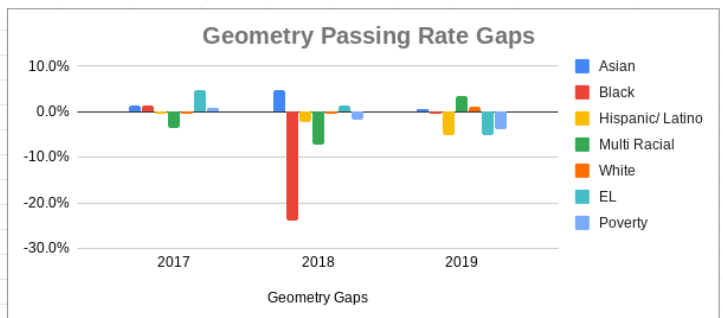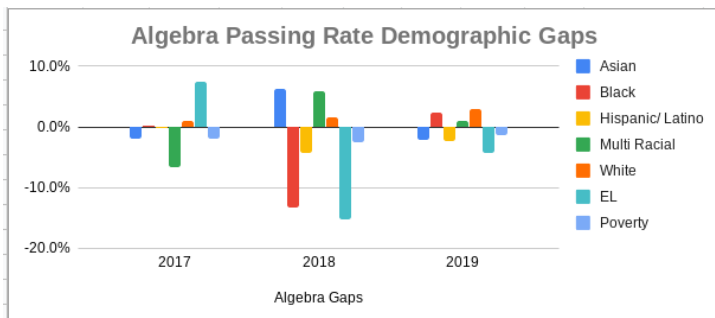
Algebra Passing Rates	All	Asian	Black	Hispanic/ Latino	Multi Racial	White	EL	Poverty
2017	83.8%	81.8%	84.0%	83.6%	77.3%	84.8%	91.3%	81.9%
2018	88.2%	94.4%	75.0%	84.0%	94.1%	89.8%	73.1%	85.7%
2019	87.1%	85.0%	89.4%	84.9%	88.2%	90.0%	82.8%	85.7%

Geometry Passing Rates	All	Asian	Black	Hispanic/ Latino	Multi Racial	White	EL	Poverty
2017	95.3%	96.8%	96.8%	95.0%	91.9%	95.0%	100.0%	96.1%
2018	93.0%	97.7%	69.2%	90.7%	85.7%	92.5%	94.4%	91.4%
2019	96.4%	97.1%	96.0%	91.2%	100.0%	97.6%	91.3%	92.5%

Algebra Passing Rate Gaps	Asian	Black	Hispanic/ Latino	Multi Racial	White	EL	Poverty
2017	-2.0%	0.2%	-0.2%	-6.5%	1.0%	7.5%	-1.9%
2018	6.2%	-13.2%	-4.2%	5.9%	1.6%	-15.1%	-2.5%
2019	-2.1%	2.3%	-2.2%	1.1%	2.9%	-4.3%	-1.4%

Geometry Passing Rate Gaps	Asian	Black	Hispanic/ Latino	Multi Racial	White	EL	Poverty
2017	1.5%	1.5%	-0.3%	-3.6%	-0.3%	4.7%	0.8%
2018	4.7%	-23.8%	-2.3%	-7.3%	-0.5%	1.4%	-1.6%
2019	0.7%	-0.4%	-5.2%	3.6%	1.2%	-5.1%	-3.9%

Algebra Passing Rate Demographic Gaps

Geometry Passing Rate Gaps

Algebra Passing Rate Demographics

Geometry Passing Rate Demographic

Parent Engagement – SWT 2/LAP

Parents are invited to participate in the following family events: Lion Pride Day, Open House, Parent Teacher Conferences, Future Freshman Night, and Senior Presentations. Parents are also encouraged to contact teachers, counselors, or administrators concerning their students progress.

Starting in the 2017-2018 school year, we have had a Family Engagement Liaison who provides support to our families and students.

Starting in June 2019 we will have a Pathways Transition evening put on by AMHS for our own students, and also Rainier Middle School, and Lea Hill Elementary. In the 2019-2020 school year we will have a transition night in September and June.

Beginning in the 2019-2020 school year during September we will have an English Learner evening that will include our feeder schools.

We have a school website that is kept up to date with school information. Parents can access student progress in Skyward Family Access, including grades and attendance.

Parents are invited to school events, including athletics, activities, and academic programs.

Student Transitions – SWT 2 & 3/LAP

8th grade to 9th grade: Counselors and other staff communicate with the middle school staff and also review SBA, grades, and teacher recommendations to assist in placing students to be successful in high school. Starting in the 2019-2020 school year we will be placing 9th grade students in academies with a team of three teachers that will work collaboratively to support the students in their academy. Each academy also has an administrator and counselor supporting the team.

We have Lion's Crew (Link Crew program) student mentors that meet with all ninth graders throughout the school year. As part of the beginning of the school year activities students participate in a Commit to Graduate ceremony.

Between high school grade levels:

Each spring Teachers and counselors work closely with students on their schedule for the upcoming school year, making recommendations that fit with their interests and plans after graduation.

Our Summer School program includes recapture language arts, math, science, and literacy support for social studies for incoming 10th through 12th graders and non-grads, ELL programs in Language Arts Enrichment and ELL Washington State History. Also, we have tuition based classes in Health and Walking and other courses (dependent on staff availability) that is open to all students including incoming 9th graders and non-grads. These electives assist students that are credit deficient and also students that want to open their schedules for other classes during the school year.

Beyond High School Transition:

All students meet during Choice on a regular basis to update their High School and Beyond Plan. Twelfth graders complete a culminating project that incorporates post high school plans and meet with their advisor each month to check their portfolio/project progress. Our Career Center conducts many activities to assist

students with plans after high school. These activities include college and career speakers, field trips, and classroom visits for students in all grade levels. Counselors meet often with students to review graduation requirements and communicate regularly with parents of students not on track for graduation. All students take either the PSAT or SAT in October, and eleventh graders take the SAT in March/April. Ninth graders participate in a Commit to Graduate Ceremony during orientation the first week of the school year.

Assessment Decisions – SWT 3/LAP

Assessment data is reviewed by content area and grade level teams at scheduled PLC Mondays.

Assessments Used:
- i-Ready Reading Assessment: Three times a year for all 9th graders, 9th-12th ELL Language Arts, and 9th-12th Resource Room Language Arts students.
- SBA ELA and SBA Math in spring of 10th grade
- SAT/PSAT for all students every October
- SAT for 12th grade students in March/April who haven't met standard on the SBA ELA and/or SBA Math
- ASVAB for 11th/12th grade students who haven't met standard on the SBA ELA and/or SBA Math
- Classroom assessments
- Course grades

Effective, Timely Assistance – SWT 2 &3/LAP

In the 2019-2020 school year all 9th grade students will be placed in academies with a cohort of language arts, science, and social studies teachers that will work collaboratively to support our students. Academies will include resource room language arts and English Learner language arts teachers and students. Each academy will also be assigned a paraeducator to support students in the classrooms. All students will be tested for their Reading skills using the iReady Reading Assessment.

All Language Arts classes have access to IXL ELA to support additional individual student practice in ELA skills. Our school district provides IXL Math to also support additional individual student practice in Math skills. Our building provides math teachers access to Kuta Software to create differentiated worksheets for students needing additional math practice in particular skills.

All Language Arts classes and other content areas have access to Turnitin to support student writing skills by providing timely feedback as students work through their rough draft and final writing assignments. Feedback is given by both Turnitin online features and also teachers can use the online program to give students feedback more efficiently. Turnitin will also support our Literacy Goal Action Step 1 Language Arts vocabulary, some of which is vocabulary related to writing skills.

For the 2020-2021 school year we will be adding NoRedInk to support student reading and writing skills. NoRedInk includes diagnostic tools, high interest reading and writing choices, reading and writing skill practice and instructional tools. NoRedInk will give us a tool that includes writing skills practice that are missing in IXL.

26

NoRedInk will complement Turnitin as a preparation tool for the lengthier writing projects that Turnitin supports. Both NoRedInk and Turnitin usage will be expanded to other content areas during the 2020-2021 school year.

We will also be offering three sections of 9th grade Foundations Math providing students with a solid start in high school 1st semester Algebra over a full year. Students will be supported with small class sizes and a paraeducator.

Students taking Algebra in 10th and 11th grade will be rank ordered by grade level, programs (English Learner, IEP, 504, and no programs) and most recent SBA scores. Selected students will be enrolled in Algebra Support.

We will also be offering a Global Issues for EL (not in the EL Global Issues course) and IEP students in 10th grade. Additional students needing support will be added if there is room in the course. Students are supported with smaller class size and a paraeducator.

American Literature-Basic is a program for 11th graders. Students are rank ordered with High School SBA ELA scores and LA 10 teacher recommendation/grades. Students are supported with small class sizes and a paraeducator.

Title paraeducators support lower level EL LA, EL Lab, and EL Study Skills as paraeducator availability allows.

CORE supports our students with a D, E, or F grades in four week sessions following each grade report with eight grade reports during the school year. At the beginning of second semester the first CORE session is attended by students that qualify to recapture classes from first semester. Further support will be provided to students during the second CORE session by our Graduation Specialist. This support will be for students that didn't complete their recapture during the first CORE session of second semester.

Our Graduation Specialist has five sections of Study Skills in which 10th and 11th graders work on either recapturing credit for E grades or taking APEX courses for previous F grades.

As funding allows, we will provide extended learning in an after school program to 11th and 12th grade Geometry students and possibly 9th and 10th grade language arts students.

We will have a literacy support after school program for English Learner migrant students funded by an outside agency (IRC).

We have a full summer school recapture program and also 0.5 credit classes for students that are deficient in credits or would like to open their schedule up for the following school year with additional courses of interest. Our recapture program in language arts, math, science, and social studies is tuition free to students and we have added additional tuition free courses as part of our 2020 Summer School program. As part of a well-rounded education, we have added Health, Aerobic Walking, and Ceramics courses to give summer school students the opportunity to take classes in the areas of health, physical education, and the arts in addition to the core content areas.

All students in the programs are monitored for progress by reviewing the grades in their specific course placement. For Basic American Literature we also monitor progress on the high school SBA ELA.

Prioritized Challenges

At our August 2018 PD staff reviewed the ESSA Framework 2014-2017 data to prioritize our challenges as we moved forward with our SIP plan details and a deeper look at the data. Staff looked at both the percent chart and the index chart. Using the ESSA Framework allowed to look at student populations that may statistically have too low of student count to be included in the year to year data.

SBA ELA: Our "All Students" Index Score was 9. Many student populations had relatively lower index scores: Black/African American (5), Hispanic/Latino (6), English Learners (1), Low Income (6), Students with Disabilities (1).

Graduation Rates: Our "All Students" Index Score was 9. These student populations had relatively lower index scores: Black/African American (5), English Learners (5), Students with Disabilities (4).

SBA Math: Our "All Students" Index Score was 3. Most student populations had low index scores: Black/African American (2), Hispanic/Latino (2), Multiracial (2), English Learners (1), Low Income (2), Students with Disabilities (1).

Attendance: Our "All Students" Index Score was 2. Most student populations had low index scores: Black/African American (2), Hispanic/Latino (2), Native Hawaiian/Pacific Islander (2), Multiracial (2), English Learners (2), Low Income (2), Students with Disabilities (1).

Ninth Grade on Track (pass all 9th grade courses): Our "All Students" Index Score was 7. Many student populations had relatively lower index scores: Black/African American (4), Hispanic/Latino (4), Multiracial (4), English Learners (2), Students with Disabilities (2).

SMART Goal 1:

By the year 2021-2022, students meeting standard on the SBA ELA state assessment will increase from 70.1% in 2019 to 85.1% in 2022, with an increase to 75.1% in 2020, and an increase to 80.1% in 2021.
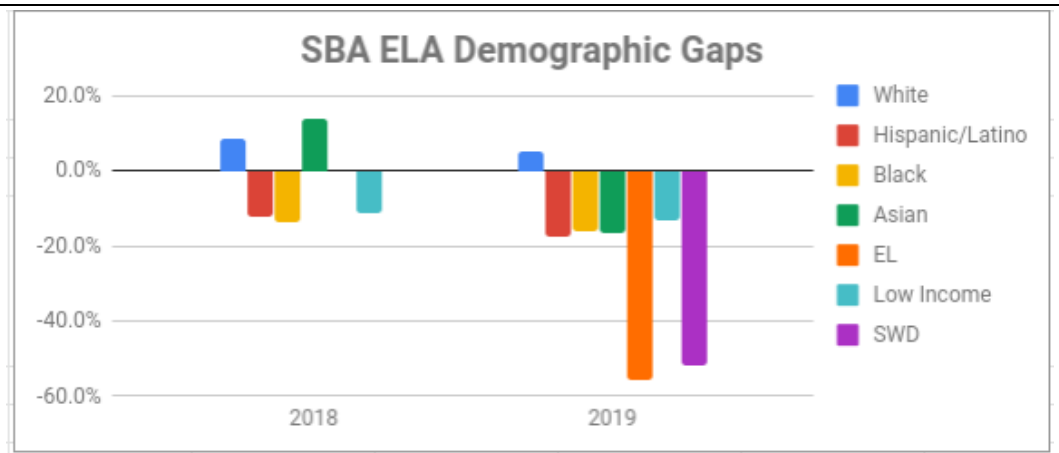
SMART Goal 2:

By the year 2021-2022, students meeting standard on the SBA Math state assessment will increase from 35.7% in 2019 to 50.7% in 2022, with an increase to 40.7% in 2020 and an increase to 45.7% in 2021.

SMART Goal 3:

By the year 2021-2022, students graduating on time (4 Year Graduation Rate) will increase from 91.6% in 2019 to 100% in 2022, with and increase to 94.3% in 2020 and an increase to 97.0% in 2021 . By the year 2021-2022, our 5 Year Graduation Rate will increase from 97.2% in 2019 (Class of 2018) to 100% in 2022 (Class of 2020), with an increase to 98.1% in 2020 (Class of 2019) and an increase to 99.0% in 2021 (Class of 2020).

SMART Goal 1		
Subject Area: Literacy in All Content Areas		
Target Population: *(based on demographic, discipline and attendance data analysis)*	Hispanic/Latino, Black/African American, English Learners, and Students with Disabilities, Low Income.	
Our Reality: (*based on assessment data analysis*)		

For the "Our Reality" cell:

Fall 2018 9th grade LA 9 students

	Fluency CWPM	Fluency Percent	Vocabulary	Comprehension	
Level 1 SBA	116	97.0%	6.4	5.8	32 students
Low Level 2 SBA	115	96.1%	6.7	6.2	48 students
High Level 2 SBA	123	96.7%	7.8	7.2	33 students
Level 3 SBA	135	97.7%	8.9	9.2	94 students
Level 4 SBA	163	98.9%	10.6	12.3	10 students

baseline 10th grade SBA ELA

SBA ELA 10th grade	All	White	Hispanic/Latino	Black	Asian	EL	Low Income	SWD
2018	71.3%	79.7%	58.9%	57.8%	85.3%		59.9%	
2019	70.1%	75.2%	52.4%	53.8%	58.7%	19.2%	57.0%	18.2%

SBA ELA compared to All Students	All	White	Hispanic/Latino	Black	Asian	EL	Low Income	SWD
2018		8.4%	-12.4%	-13.5%	14.0%		-11.4%	
2019		5.1%	-17.7%	-16.3%	-16.5%	-55.9%	-13.1%	-51.9%

	SBA ELA Demographic Gaps graph

SBA ELA Demographic Gaps (2018, 2019) — White, Hispanic/Latino, Black, Asian, EL, Low Income, SWD

Our SMART Goal: *(based on target population and your reality)*	By the year 2021-2022, students meeting standard on the SBA ELA state assessment will increase from 70.1% in 2019 to 85.1% in 2022, with an increase to 75.1% in 2020, and an increase to 80.1% in 2021.

Action Plan

Action Step **SWT 2 & 3/LAP**	Effective vocabulary instructional strategies will be integrated into all content area lessons to support comprehension of informational and literary text.

Evidence of Implementation (adult actions)	Evidence of Impact (student data)	Leadership Responsibility	PD
August 2019-2020 Teachers will develop a content area or course specific vocabulary list of at least twenty words. Develop pretests for each content area and/or course within a content area.		Teachers PD Specialist	August PD: Breakout sessions to develop vocabulary by content area and/or specific courses within a content area. Staff Google Classroom is created and houses PD and other resources for staff.

September-Mid-November 2019-2020 Early September: Teachers give vocabulary pretest in their own classrooms. Teachers will implement at least one vocabulary strategy from the August PD into their lesson plans.	Disaggregate student pretest data.	Teachers Literacy Team PD Specialist	

Mid-November- January 2019-2020
 	
mid-January: Teachers give vocabulary interim assessment to check student progress.
	Students will show progress on their January vocabulary interim assessment.
	  -semester courses 80% or better
	  -year long courses 40% or better
		Teachers
		
		Literacy Team
		
		PD Specialist
			PD Schoolwide PLC on Vocabulary Instructional Strategies (January 13)

February-April 2019-2020
 	
Teachers of semester long courses will give their vocabulary pretest at the beginning of February.
 	
Teacher look for…
  Use of the Vocabulary Tool
    Organizer including Three Step
    Thinking from the
    January PLC presentation
	Students in one semester courses will take their pretest at the beginning of the semester.
	
	Teachers complete vocabulary PD survey to assist in preparation for the March PD session.
		Teachers
		
		Literacy Team
		
		PD Specialist
			PD Schoolwide PLC on Vocabulary Instructional Strategies (March 30)

April-June 2019-2020
 	
Teachers look for…
  implement of TBD vocabulary
    strategy from the March PD
    presentation.
 	
Late May: Teachers give vocabulary summative assessment to check student progress.
	Students will continue to show progress on their June vocabulary summative assessment.
	  -semester courses 80% or better
	  -year long courses 80% or better
		Teachers
		
		Literacy Team
		
		PD Specialist	

Review and update our Vocabulary Action Step for the 2020-2021 school year.			
2020-2021 Remote Learning Administer the i-Ready Reading Assessment in the fall and winter assessment windows to all 9th grade, all 10th grade, all English Learners, and all Resource Room Language Arts students. During remote learning differentiate instruction based on student assessment results for Vocabulary.	Students two or more years below grade level will improve by one grade level from the fall to winter assessment window.	Teachers in all content areas.	PD (monthly staff meetings) Introduction of AVID WICOR strategies and AVID resources.

Action Step **SWT 2 & 3/LAP**	Students in all demographic groups will be supported in improving their comprehension of informational and literary text.		
Evidence of Implementation (adult actions)	**Evidence of Impact (student data)**	**Leadership Responsibility**	**PD**
August 2019-2020			Staff Google Classroom is created and houses PD and other resources for staff.

September-Mid-November 2019-2020
 	
Teachers establish an environment in which students are comfortable contributing in the classroom.
 	
Teachers in all content areas will use information from the assessments to inform instruction in the classroom to better prepare students in comprehension of literary and informational text and to prepare students for the High School SBA ELA in 10th grade.
	9th grade: September iReady Reading comprehension baseline
	   -informational text
	   -literary text
	
	10th grade: late September/early October SBA IAB
	 -HS Block 1: Read Literary Text
	 -HS Block 2:Read Informational Text
		Teachers
		
		Literacy Team
		
		PD Specialist
			PD Schoolwide PLC on Comprehension Instructional Strategies: Reading Apprenticeship Strategy-Talking to the Text (October 28)

|			

Mid-November- January 2019-2020
 	
Teacher look for…
  Use of the Talking to the Text
  comprehension strategies.
    Students complete the chart for:
  -I saw…
      with evidence
  -I thought
      with interpretation
			PD Schoolwide PLC on Comprehension Instructional Strategies: Reading Apprenticeship- Reading for a Purpose
			(January 13)

February-April 2019-2020
 	
Teacher look for…
  Use of the Reading for a Purpose
  (Comprehension, Connection, and
  Reflection) strategy from the January
  PD presentation.
  -Entry Task sets a purpose for the
    lesson
  -During Reading, make connections,
    improve comprehension, and
    recognize roadblocks
      i.e. pair/share, group work, fixups
  -Exit Ticket allows students to reflect
    on the reading
	9th grade: March iReady Reading comprehension progress
	    -informational text
	    -literary text
	
	10th grade: March SBA IAB
	  -HS Block 1: Read Literary
	      Text
	  -HS Block 2:Read
	      Informational Text
	
	Teachers complete comprehension PD survey to assist in preparation for the March PD session.
		Teachers
		
		Literacy Team
		
		PD Specialist
			PD Schoolwide PLC on Comprehension Instructional Strategies
			(March 16)

April-June 2019-2020
 	
Teachers look for…
  implement of TBD comprehension
  strategy from the March PD
  presentation.
 	
Review and update our Comprehension Action Step for the 2020-2021 school year.
	9th grade: April iReady Reading comprehension progress
	    -informational text
	    -literary text
		Teachers
		
		Literacy Team
		
		PD Specialist	

2020-2021 Remote Learning Administer the i-Ready Reading Assessment in the fall and winter assessment windows to all 9th grade, all 10th grade, all English Learners, and all Resource Room Language Arts students. During remote learning differentiate instruction based on student assessment results for Comprehension of Literary Text and Comprehension of Informational Text.	Students two or more years below grade level will improve by one grade level from the fall to winter assessment window.	Teachers in all content areas.	PD (monthly staff meetings) Introduction of AVID WICOR strategies and AVID resources.

Alignment to District Improvement:

Educate: Ensure relevant learning, high achievement and graduation for each student.
      2. Ensure all students experience relevant and rigorous instruction.

SMART Goal 2
Subject Area: Mathematics

Target Population: *(based on demographic, discipline, graduation, and attendance data analysis)*	Black/African American, Hispanic/Latino, Multiracial, English Learner, Students with Disabilities, Low Income.
Our Reality: (*based on assessment data analysis*)	2018 SBA Math (baseline 10th grade SBA)

SBA Math 10th grade	All	White	Hispanic/Latino	Black	Asian	EL	Low Income
2018	38.1%	44.1%	27.2%	20.9%	51.1%	9.3%	27.0%
2019	35.7%	41.3%	20.5%	15.4%	58.7%		21.9%

SBA Math compared to All Students	All	White	Hispanic/Latino	Black	Asian	EL	Low Income
2018		6.0%	-10.9%	-17.1%	13.0%	-28.8%	-11.1%
2019		5.6%	-15.2%	-20.3%	17.0%		-13.8%
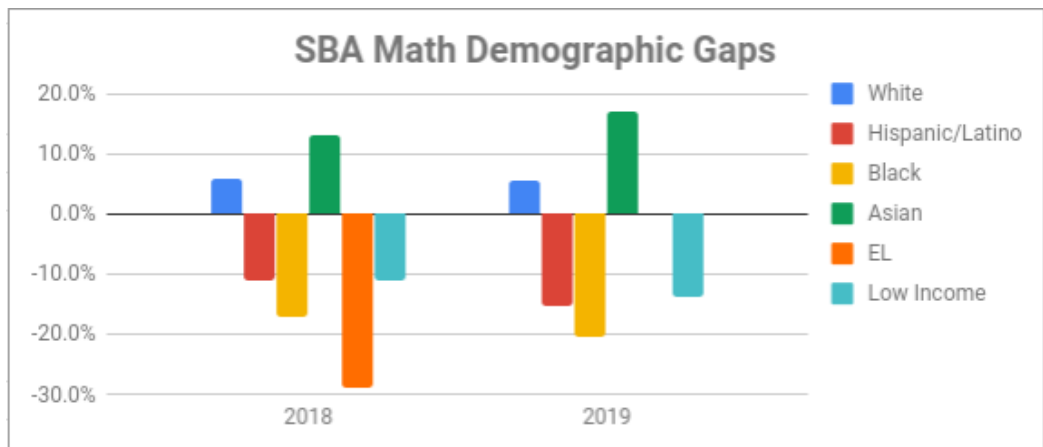
SBA Math Demographic Gaps

Algebra Passing Rates	All	Asian	Black	Hispanic/Latino	Multi Racial	White	EL	Poverty
2017	83.8%	81.8%	84.0%	83.6%	77.3%	84.8%	91.3%	81.9%
2018	88.2%	94.4%	75.0%	84.0%	94.1%	89.8%	73.1%	85.7%
2019	87.1%	85.0%	89.4%	84.9%	88.2%	90.0%	82.8%	85.7%

Algebra Passing Rate Gaps	Asian	Black	Hispanic/Latino	Multi Racial	White	EL	Poverty
2017	-2.0%	0.2%	-0.2%	-6.5%	1.0%	7.5%	-1.9%
2018	6.2%	-13.2%	-4.2%	5.9%	1.6%	-15.1%	-2.5%
2019	-2.1%	2.3%	-2.2%	1.1%	2.9%	-4.3%	-1.4%

Geometry Passing Rates	All	Asian	Black	Hispanic/ Latino	Multi Racial	White	EL	Poverty
2017	95.3%	96.8%	96.8%	95.0%	91.9%	95.0%	100.0%	96.1%
2018	93.0%	97.7%	69.2%	90.7%	85.7%	92.5%	94.4%	91.4%
2019	96.4%	97.1%	96.0%	91.2%	100.0%	97.6%	91.3%	92.5%

Geometry Passing Rate Gaps	Asian	Black	Hispanic/ Latino	Multi Racial	White	EL	Poverty
2017	1.5%	1.5%	-0.3%	-3.6%	-0.3%	4.7%	0.8%
2018	4.7%	-23.8%	-2.3%	-7.3%	-0.5%	1.4%	-1.6%
2019	0.7%	-0.4%	-5.2%	3.6%	1.2%	-5.1%	-3.9%

Our SMART Goal: *(based on target population and your reality)*	By the year 2021-2022, students meeting standard on the SBA Math state assessment will increase from 35.7% to 50.7%, with an increase to 40.7% in 2020 and an increase to 45.7% in 2021.

Action Plan	
Action Step **SWT 2 & 3/LAP**	Increase the percent of students in all demographic groups that will pass full year Algebra by the end of second semester.

Evidence of Implementation (adult actions)	Evidence of Impact (student data)	Leadership Responsibility	PD
August 2019-2020		Algebra teachers	PD Common Assessment/Rubrics for 1st unit of Algebra (new curriculum)

Staff Google Classroom is created and houses PD and other resources for staff. |

September-Mid-November 2019-2020
 	
Contact counselors to get failing Algebra students into our CORE to increase student skill practice and organizational skills.
 	
Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment.
 	
Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment.
  -Hard copy brought home by student to be signed, or
   -Parent email or phone call.
 	
Analyze common assessments for all units with common grading rubrics to identify struggling students.
	There will be an increase in the percent of students passing full year Algebra in all demographic groups at each progress report compared to the previous school year.
	
	Collect data on students that have had a student and/or parent conference to document effect of conferences on student work.
	
	Collect data on student assessment retakes to document effect on student grade.
		Counselors
		
		Algebra teachers
		
		PD Specialist
			PD with new curriculum to develop common assessments and rubrics for semester 1. (end of week 2 with guest teachers in classrooms).

Mid-November- January 2019-2020
 	
Contact counselors to get failing Algebra students into our CORE to increase student skill practice and organizational skills.
 	
Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment.
 	
Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment.
  -Hard copy brought home by student to be signed, or
   -Parent email or phone call.
	There will be an increase in the percent of students passing full year Algebra in all demographic groups at each progress report and at semester one compared to the previous school year.
	
	Collect data on students that have had a student and/or parent conference to document effect of conferences on student grade.
	
	Collect data on student assessment retakes to
		Counselors
		
		Algebra teachers
		
		PD Specialist
			PD Differentiated Instruction
			  -differentiated content, process, and product.

Analyze common assessments for all units with common grading rubrics to identify struggling students.
 	
Differentiated Instruction look for…
  -differentiated content, i.e. different scaffolding of content
  -differentiated process, i.e. same learning target, different things to achieve the target
  -differentiated product, i.e. different project or assessment choices
 	
Determine student placement for second semester recapture and offset Algebra.
  -E grade: 1st semester recapture with placement in 2nd semester Algebra unless 1st semester Algebra teacher determines that the student would benefit from additional instruction in 1st semester Algebra.
  -F grade: Retake 1st semester Algebra to receive additional instruction before taking 2nd semester Algebra.
	document effect on student grade.
	
	Collect data during 2nd semester for students with an E or F 1st semester to see their progress 2nd semester in passing their assigned Algebra class.		

February-April 2019-2020 Contact counselors to get failing Algebra students into our CORE to increase student skill practice and organizational skills. Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment. Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment. -Hard copy brought home by student to be signed, or	There will be an increase in the percent of students passing full year Algebra in all demographic groups at each progress report compared to the previous school year. Collect data on students that have had a student and/or parent conference to document effect of conferences on student work.	Counselors Algebra teachers PD Specialist	PD with new curriculum to develop common assessments and rubrics for semester 2. (end of week 2 with guest teachers in classrooms).

-Parent email or phone call.
 	
Analyze common assessments for all units with common grading rubrics to identify struggling students.
 	
Differentiated Instruction look for…
  -differentiated content, i.e. different scaffolding of content
  -differentiated process, i.e. same learning target, different things to achieve the target
  -differentiated product, i.e. different project or assessment choices
	Collect data on student assessment retakes to document effect on student grade.
	
	Teachers complete Differentiated Instruction PD survey to assist in preparation of additional PD.		

April-June 2019-2020
 	
Contact counselors to get failing Algebra students into our CORE to increase student skill practice and organizational skills.
 	
Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment.
 	
Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment.
  -Hard copy brought home by student to be signed, or
  -Parent email or phone call.
 	
Analyze common assessments for all units with common grading rubrics to identify struggling students.
 	
Differentiated Instruction look for…
  -differentiated content, i.e. different scaffolding of content
  -differentiated process, i.e. same learning target, different things to achieve the target
  -differentiated product, i.e. different project or assessment choices
	There will be an increase in the percent of students passing full year Algebra in all demographic groups at each progress report and at semester two compared to the previous school year.
	
	Collect data on students that have had a student and/or parent conference to document effect of conferences on student work.
	
	Collect data on student assessment retakes to document effect on student grade.
		Counselors
		
		Algebra teachers
		
		PD Specialist	

Review and update our Algebra Action Step for the 2020-2021 school year.			
2020-2021 Remote Learning Teachers will continue to support students during remote learning with differentiated instruction. Teachers will continue to use PLC time to analyze common assessments for all units. Teachers will continue to have student and/or parent conferences for students missing or needing to retake assessments. During remote learning, students with an E/F will be recommended for attendance during Independent Learning times during the remote learning school day.	We will maintain or exceed the percent of students passing Algebra at the end of the 2018-2019 school year, our most recent in person school year.	Algebra teachers	

Action Step **SWT 2 & 3/LAP**	Increase the percent of students in all demographic groups that will pass full year Geometry by the end of the second semester.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August 2019-2020		Geometry teachers	PD Common Assessment/Rubrics for 1st unit of Geometry (new curriculum) Staff Google Classroom is created and houses PD and other resources for staff.

September-Mid-November 2019-2020
 	
Contact counselors to get failing Geometry students into our CORE to increase student skill practice and organizational skills.
 	
Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment.
 	
Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment.
   -Hard copy brought home by student to be signed, or
   -Parent email or phone call.
 	
Analyze common assessments for all units with common grading rubrics to identify struggling students.
	There will be an increase in the percent of students passing full year Geometry in all demographic groups at each progress report compared to the previous school year.
	
	Collect data on students that have had a student and/or parent conference to document effect of conferences on student work.
	
	Collect data on student assessment retakes to document effect on student grade.
		Counselors
		
		Geometry teachers
		
		PD Specialist
			PD with new curriculum to develop common assessments and rubrics for semester 1. (end of week 2 with guest teachers in classrooms).

Mid-November- January 2019-2020
 	
Contact counselors to get failing Geometry students into our CORE to increase student skill practice and organizational skills.
 	
Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment.
 	
Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment.
   -Hard copy brought home by student to be signed, or
   -Parent email or phone call.
	There will be an increase in the percent of students passing full year Geometry in all demographic groups at each progress report and at semester one compared to the previous school year.
	
	Collect data on students that have had a student and/or parent conference to document effect of conferences on student grade.
	
	Collect data on student assessment retakes to
		Counselors
		
		Geometry teachers
		
		PD Specialist
			PD Differentiated Instruction
			   -differentiated content, process, and product.

Analyze common assessments for all units with common grading rubrics to identify struggling students.
 	
Differentiated instruction look for…
  -differentiated content, i.e. different scaffolding of content
  -differentiated process, i.e. same learning target, different things to achieve the target
  -differentiated product, i.e. different project or assessment choices
 	
Determine student placement for second semester recapture and offset Geometry.
  -E grade: 1st semester recapture with placement in 2nd semester Geometry unless 1st semester Geometry teacher determines that the student would benefit from additional instruction in 1st semester Algebra.
  -F grade: Retake 1st semester Geometry to receive additional instruction before taking 2nd semester Geometry.
	document effect on student grade.
	
	Collect data during 2nd semester for students with an E or F 1st semester to see their progress 2nd semester in passing their assigned Geometry class.
	
	Teachers complete Differentiated Instruction PD survey to assist in preparation of additional PD.		

February-April 2019-2020 Contact counselors to get failing Geometry students into our CORE to increase student skill practice and organizational skills. Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment. Initiate parent contact with students who have missing assessments and	There will be an increase in the percent of students passing full year Geometry in all demographic groups at each progress report compared to the previous school year. Collect data on students that have had a student and/or parent conference to	Counselors Geometry teachers PD Specialist	PD Differentiated Instruction- -flipped classroom PD with new curriculum to develop common assessments and rubrics for semester 2. (end of week 2 with guest teachers in classrooms).

assignments or who need to retake an assessment. 　-Hard copy brought home by student to be signed, or 　-Parent email or phone call. Analyze common assessments for all units with common grading rubrics to identify struggling students. Differentiated instruction look for… 　-differentiated content, i.e. different scaffolding of content 　-differentiated process, i.e. same learning target, different things to achieve the target 　-differentiated product, i.e. different project or assessment choices	document effect of conferences on student work. Collect data on student assessment retakes to document effect on student grade.		
April-June 2019-2020 Contact counselors to get failing Geometry students into our CORE to increase student skill practice and organizational skills. Initiate student conferences with students who have missing assessments and assignments or who need to retake an assessment. Initiate parent contact with students who have missing assessments and assignments or who need to retake an assessment. 　-Hard copy brought home by student to be signed, or 　-Parent email or phone call. Analyze common assessments for all units with common grading rubrics to identify struggling students. Differentiated instruction look for…	There will be an increase in the percent of students passing full year Algebra in all demographic groups at each progress report and at semester two compared to the previous school year. Collect data on students that have had a student and/or parent conference to document effect of conferences on student work. Collect data on student assessment retakes to document effect on student grade.	Counselors Geometry teachers PD Specialist	

-differentiated content, i.e. different scaffolding of content -differentiated process, i.e. same learning target, different things to achieve the target -differentiated product, i.e. different project or assessment choices Review and update our Geometry Action Step for the 2020-2021 school year.			
2020-2021 Remote Learning Teachers will continue to support students during remote learning with differentiated instruction. Teachers will continue to use PLC time to analyze common assessments for all units. Teachers will continue to have student and/or parent conferences for students missing or needing to retake assessments. During remote learning, students with an E/F will be recommended for attendance during Independent Learning times during the remote learning school day.	We will maintain or exceed the percent of students passing Geometry at the end of the 2018-2019 school year, our most recent in person school year.	Geometry teachers	

Alignment to District Improvement:

Educate: Ensure relevant learning, high achievement and graduation for each student.
       2. Ensure all students experience relevant and rigorous instruction.

SMART Goal 3

SMART Goal 3

Subject Area: Equity in High School Graduation Rates

Target Population: *(based on demographic, graduation, discipline and attendance data analysis)*	Graduation Rates: Black/African American, English Learners, and Students with Disabilities. Attendance: Black/African American, Hispanic/Latino, Hawaiian/Pacific Islander, Multiracial, English Learners, Students with Disabilities, Low Income Ninth Grade on Track: Black/African American, Hispanic/Latino, English Learners, Students with Disabilities
Our Reality: (*based on graduation data analysis*)	

Graduation Rates	All	White	Two or More Races	Hispanic/Latino	Black/African American	Asian	English Learner	Students with Disabilities	High Poverty
2014	90.6%	91.0%	82.6%	86.8%	85.7%	100.0%	82.6%	69.0%	85.8%
2015	88.6%	89.9%	100.0%	86.7%	71.4%	89.3%	69.6%	47.8%	90.4%
2016	93.5%	94.7%	94.7%	92.2%	88.0%	100.0%	76.0%	78.3%	85.1%
2017	94.3%	95.9%	100.0%	96.2%	75.0%	100.0%	69.0%	79.3%	88.1%
2018	93.7%	95.7%	90.0%	81.8%	90.0%	92.0%	76.5%	84.2%	91.4%
2019	91.6%	92.1%		85.9%	91.5%		78.3%	90.9%	87.8%

Graduation Rates compared to All Students		White	Two or More Races	Hispanic/Latino	Black/African American	Asian	English Learner	Students with Disabilities	High Poverty
2014		0.4%	-8.0%	-3.8%	-4.9%	9.4%	-8.0%	-21.6%	-4.8%
2015		1.3%	11.4%	-1.9%	-17.2%	0.7%	-19.0%	-40.8%	1.8%
2016		1.2%	1.2%	-1.3%	-5.5%	6.5%	-17.5%	-15.2%	-8.4%
2017		1.2%	5.7%	1.9%	-19.3%	5.7%	-25.3%	-15.0%	-7.8%
2018		2.0%	-3.7%	-11.9%	-3.7%	-3.7%	-17.2%	-9.5%	-2.3%
2019		0.5%		-5.7%	-0.1%		-13.3%	-0.7%	-3.8%

	AMHS Washington State Improvement Framework Graduation Rates

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
	92.4%			80.8%	92.7%		92.6%	94.0%	75.9%	88.0%	71.3%

Our SMART Goal: *(based on target population and your reality)*	By the year 2021-2022, students graduating on time (4 Year Graduation Rate) will increase from 91.6% in 2019 to 100% in 2022, with an increase to 94.3% in 2020 and an increase to 97.0% in 2021 . By the year 2021-2022, our 5 Year Graduation Rate will increase from 97.2% in 2019 (Class of 2018) to 100% in 2022 (Class of 2020), with an increase to 98.1% in 2020 (Class of 2019) and an increase to 99.0% in 2021 (Class of 2020).

Action Plan

Action Step **SWT 2 & 3/LAP**	Teacher collaboration across ninth grade language arts, science, and social studies academies with common students to increase ninth grade success across all demographic groups.

Evidence of Implementation (adult actions)	Evidence of Impact (student data)	Leadership Responsibility	PD
August 2019-2020 Ninth grade students placed in academies with common students. Each academy is assigned a counselor or administrator.		Administrators Counselors Title/LAP Specialist Academy Teachers Previous Lion's Den Teachers (PD)	PD -collaboration -successful teaming practices (1st session June, 2019) Staff Google Classroom is created and houses PD and other resources for staff.

September to mid-November 2019-2020 Teachers/staff on each ninth grade team will meet to review progress reports at MQ1 and Q1 to discuss student successes and concerns. Review students concerns, both academic and non-academic, for possible referrals to appropriate support staff, i.e. counselors, LIT, attendance team, administrator.	There will be a 1% increase in the percent of ninth grade students that are passing all of their first semester classes at the quarter one progress report. Our baseline percent will be based on the Ninth Graders on Track data in each demographic group in the most recent Washington State Report Card.	Academy Teachers PD Specialist Counselors Administrators	

Mid-November to January 2019-2020
 	
Teachers/staff on each ninth grade team will meet to review progress reports at MQ2 and S2 to discuss student successes and concerns.
 	
Review students concerns, both academic and non-academic, for possible referrals to appropriate support staff, i.e. counselors, LIT, attendance team, administrator.
.
Differentiated instruction look for…
  -differentiated content, i.e. same topic, different reading level
  -differentiated process, i.e. same learning target, different things to achieve the target
  -differentiated product, i.e. different project or assessment choices
	There will be a 2% increase in the percent of ninth grade students that are passing all of their classes at the semester one grade report. Our baseline percent will based on the Ninth Graders on Track data in each demographic group in the most recent Washington State Report Card.	Academy Teachers
		
		PD Specialist
		
		Counselors
		
		Administrators
			PD Differentiated Instruction-Differentiated content, process, and product.

February to April 2019-2020 Teachers/staff on each ninth grade team will meet to review progress reports at MQ3 and Q3 to discuss student successes and concerns.	There will be a 3% increase in the percent of ninth grade		

47
  10/1/2018

Review students concerns, both academic and non-academic, for possible referrals to appropriate support staff, i.e. counselors, LIT, attendance team, administrator. Differentiated instruction look for… 　-differentiated content, i.e. same topic, different reading level 　-differentiated process, i.e. same learning target, different things to achieve the target 　-differentiated product, i.e. different project or assessment choices Staff will review the 9th grade teaming program successes and challenges in preparation for the 2020-2021 school year master schedule.	students that are passing all of their semester two classes at the Q3 grade report. Our baseline percent will based on the Ninth Graders on Track data in each demographic group in the most recent Washington State Report Card. Teachers complete Differentiated Instruction PD survey to assist in preparation of additional PD.	Academy Teachers PD Specialist Counselors Administrators	
April to June 2019-2020 Teachers/staff on each ninth grade team will meet to review progress reports at MQ4 and S2 to discuss student successes and concerns. Review students concerns, both academic and non-academic, for possible referrals to appropriate support staff, i.e. counselors, LIT, attendance team, administrator. Differentiated instruction look for… 　-differentiated content, i.e. same topic, different reading level 　-differentiated process, i.e. same learning target, different things to achieve the target 　-differentiated product, i.e. different project or assessment choices	There will be a 4% increase in the percent of ninth grade students that pass all of their courses the school year.. Our baseline percent will be based on the Ninth Graders on Track data in each demographic group in the most recent Washington State Report Card.	Academy Teachers PD Specialist Counselors Administrators	

Ninth grade team teachers will prepare individual student information to share with 2020-2021 tenth grade teachers in August. Review our data and revise our 9th grade action step for the 2020-2021 school year.			
2020-2021 Remote Learning Academy staff will continue to meet following each grading period to discuss student academic and non-academic concerns and successes. Teachers will continue to support students with differentiated instruction during remote learning.	We will maintain or exceed the percent of students that meet OSPI Ninth Graders on Target (passing all classes attempted during 9th grade) compared to the 2018-2019 school year. (Our most recent in person school year)	Academy Staff: Administrators Counselors Teachers Paraeducators	

Action Step SWT 2 & 3/LAP	Implement strategies to increase attendance within each of our demographic groups.		
Evidence of Implementation (adult actions)	Evidence of Impact (student data)	Leadership Responsibility	PD
August 2019-2020 -Home visits for all freshmen students during the week prior to the start of the school year. -Admin team to modify progressive discipline policy to include a reset room as an alternative to out of school suspensions as deemed appropriate.		Teachers and other staff Administrators	PD: Continue training on the Positive Attendance program started in the 2018-2019 school year. Staff Google Classroom is created and houses PD and other resources for staff.

September to November 2019-2020
 	
Form an Attendance Team
   -meet at least monthly
   -review and develop a plan with students that have high risk attendance including home visits with families.
	There will be a 1% increase in the percent of students attending 90% or more school days through quarter one. Our baseline percent	Attendance Dean
		
		Teachers and other staff
			PD
			Training around best methods/tools for contacting EL families.

All teachers, every class period, will
   -check attendance accuracy, then
   -submit (save) in Skyward each class
   period.
 	
 Culturally responsive teaching look for…
   -Students are treated as individuals and are provided with equal access to learning resources
   -Opportunities are provided for students to make choices and decisions about alternative assignments that represent achievement of learning goals.
 	
   -Implement a daily reset room with a paraeducator providing an academic support class for the purpose of providing early intervention for at risk students.
	will be based on the Regular Attendance data in each demographic group in the most recent Washington State Report Card.
	
	 During quarter 1, there will be 3% or less class periods with attendance not saved in Skyward.
	
	 There will be 2.5% less out of school suspensions during quarter 1 based on our 2018-2019 out of school suspension rate of 42.3% of all suspensions (including in house suspensions).
		Reset Room staff	Best practice when using a translator.
			
			 PD Culturally Responsive Teaching
			   -monthly staff Meetings
			   -introduce all seven principles this school year
			
			 October Staff Meeting- Students are affirmed in their cultural connections

November to January 2019-2020
 	
 Attendance Team will
   -meet at least monthly
   -review and develop a plan with students that have high risk attendance including home visits with families.
 	
 Culturally responsive teaching look for..
   -Use of a variety of instructional strategies and learning activities.
   -Students' culture and language skills are considered when developing learning objectives.
   -Students' cultures are respectfully reflected through:
     -pictures
	There will be a 2% increase in the percent of students attending 90% or more school days through semester one. Our baseline percent will be based on the Regular Attendance data in each demographic group in the most recent Washington State Report Card.
	
	 During quarter 2, there will be 2% or less class periods with attendance not saved in Skyward.
		Attendance Dean
		
		 Teachers and other staff
		
		 Reset Room staff
			PD
			 -Training on parent communication. (resource could be our book differentiated parent support. Ch. 6)
			 -Active parenting of teens (potential resource to use)
			
			 PD Culturally Responsive Teaching

-displays
  -artifacts
  -inclusion of different language
  -multicultural curriculum
    considerations.
 	
All teachers, every class period, will
  -check attendance accuracy, then
  -submit (save) in Skyward each class
   period
 	
-Provide a daily reset room with a paraeducator providing an academic support class for the purpose of providing early intervention for at risk students.
	There will be 5% less out of school suspensions through semester 1 based on our 2018-2019 out of school suspension rate of 42.3% of all suspensions (including in house suspensions).		November Staff Meeting- Teacher is personally inviting.
			
			January Staff Meeting- Learning environments are physically and culturally inviting.

February-April 2019-2020
 	
Attendance Team will
  -meet at least monthly
  -review and develop a plan with students that have high risk attendance including home visits with families.
 	
Culturally responsive teaching look for..
    -Use of higher level questioning
     techniques with all students.
    -Use of graphic organizers.
    -Providing frequent reviews of
     content learned toward
     mastery.
    -Discussions about prejudice and
     discrimination are held openly.
 	
All teachers, every class period, will
  -check attendance accuracy, then
  -submit (save) in Skyward each class
   period
	There will be a 3% increase in the percent of students attending 90% or more school days through quarter three. Our baseline percent will be based on the Regular Attendance data in each demographic group in the most recent Washington State Report Card.
	
	During quarter 3, there will be 1% or less class periods with attendance not saved in Skyward.
	
	There will be 7.5% less out of school suspensions through quarter 3 based on our 2018-2019 out of school suspension rate of 42.3% of all suspensions (including in house suspensions).
		Attendance Dean
		
		Teachers and other staff
		
		Reset Room staff
			PD Culturally Responsive Teaching
			
			February Staff Meeting- Students are reinforced for academic development.
			
			March Staff Meeting- Instructional changes are made to accommodate a difference in learners.

-Provide a daily reset room with a paraeducator providing an academic support class for the purpose of providing early intervention for at risk students.			

April-June 2019-2020
 	
Attendance Team will
  -meet at least monthly
  -review and develop a plan with students that have high risk attendance including home visits with families.
 	
Culturally responsive teaching look fors..
  -Use teachable moments to reinforce school expectations
  -Use of a variety of techniques to de-escalate conflict (i.e. assisting students in understanding the relationship between school expectations and culture.)
  -Create an environment in which students can live in both worlds (school, home/community) without guilt, anxiety, and isolation.
  -Academic excellence is promoted while maintaining the cultural identity of students.
 	
All teachers, every class period, will
  -check attendance accuracy, then
  -submit (save) in Skyward each class period
 	
-Provide a daily reset room with a paraeducator providing an academic
	There will be a 4% increase in the percent of students attending 90% or more school days during the full school year. Our baseline percent will be based on the Regular Attendance data in each demographic group in the most recent Washington State Report Card.
	
	During quarter 4, there will be 0% class periods with attendance not saved in Skyward.
	
	There will be 10% less out of school suspensions through semester 2 based on our 2018-2019 out of school suspension rate of 42.3% of all suspensions (including in house suspensions).
		Attendance Dean
		
		Teachers and other staff
		
		Reset Room staff
			April Staff Meeting- Classroom is managed with firm, consistent, caring control.
			
			May Staff Meeting- Interactions stress collectivity as well as individuality.

support class for the purpose of providing early intervention for at risk students. Review our data and revise our attendance action step for the 2020-2021 school year.			
2020-2021 Remote Learning August home visits: Due to COVID restrictions all 9th grade families/students receive a phone call welcoming them to high school. AMHS and ASD are following the state COVID MTSS State Guidelines for Attendance: Tier 1 1)Teachers take attendance daily. (Our Dean of Students-Attendance contacts teachers with missing attendance each afternoon, 2) Teachers contact students and families of students not regularly attending remote learning. Tier 2 1)Attendance office staff call families of students that have missed two or three classes each day, 2) home visits (counselor/administrator teams) are made to families when students continue to not participate in remote learning. Additionally, students/families are provided with other support as needed (district and school level), such as computer access, food, social-emotional supports, KCLS tutoring support, and nursing staff support.	Fifty percent (50%) of students who have had a family/student home visit will have an improvement in student attendance during remote learning classes.	Administrators Counselors Dean of Students-Attendance Attendance Office Staff Family Engagement Liaison Building Technician Specialist Teachers	Culturally Responsive Teaching PD (monthly staff meetings) Principal 5: Instructional changes are made to accommodate differences in learners. This principal is supportive of our students during remote learning.

SIP Template

Alignment to District Improvement:

Educate: Ensure relevant learning, high achievement and graduation for each student.
   • Achieve 100% on time or extended graduation rate for students.
   • Implement seven principles of culturally responsive teaching in all classrooms.
Empower: Enable students and staff to thrive now and in the future.
   • Strengthen transitions between PreK-K, grades 5-6, grades 8-9 and high school and postsecondary options.
   • Establish supports that guarantee each freshman meets attendance and credit requirements.

Planning and Implementation Calendar – SWT 2 & 3/LAP
Planning and Implementation Calendar for 2019-2020

Month	Building 21+7.5 principal's hours	Building 7 hours Staff Meetings	BLT Meetings	District 9 hours Waiver Days 21 hours	Title extra hours/Other
June					PD for Academy teachers
August	8/26/19 7.0 Staff Retreat 8/27/19 7.0 AMHS PD Day 8/28/19 5.0 AMHS PD Day	9/11/19 Staff Meeting: SMART Goal Literacy Action Steps		8/28/19 2.0 District Strategic Plan 8/29/19 7.0 District LID Day	
September			9/3/19 LTM	10/11/19 Waiver Day options: SIOP	9/4/19 PD for paraeducators (all day)\n\n9/19/19 EL Family Night\n\n9/23/19 Academy PLC\n\n9/25/19 Open House
October		10/9/19 PD CRT (Culturally	10/16/19 LTM		Alg/Geo Teachers PD date TBD

54

		Responsive Teaching)			10/14/19 Academy PLC 10/28/19 SW PLC: Literacy Goal PD
November	3.5 Parent/Teacher Conference Phone Calls	11/6/19 PD CRT	11/20/19 LTM		11/4/19 Academy PLC 11/26-27/19 Parent Teacher Conferences
December		12/6/19	12/18/19 LTM		12/16/19 Academy PLC 12/17/10 Differentiated Instruction PD-9th Academy, Algebra, and Geometry teachers
January		1/8/20 PD CRT	1/22/20 LTM		1/13/20 SW PLC: Literacy Goal PD
February		2/5/20 PD CRT	2/26/20	3/1/20 Waiver Day	2/3/20 Academy PLC Alg/Geo Teachers PD date TBD
March	2.0 Senior Presentations	3/4/20 PD CRT	3/18/20 LTM		3/16/20 Academy PLC 3/30/20 SW PLC: Literacy Goal PD
April		4/1/20 PD CRT	4/15/20 LTM		4/13/20 Academy PLC

55
10/1/2018

					4/14/19 Future Freshman Night
May		5/6/19 PD CRT	5/19/20 Graduation Speeches	5/4/20 Waiver Day	5/11/20 Academy PLC
June	4.0 Graduation	6/3/19	6/17/20 LTM		

Planning and Implementation Calendar for 2020-2021

Month	Building 23.5+6 Principal's hours	Building 4.5 hours Staff Meetings	LTM Meetings	District 10.5 hours Waiver Days 21 hours	Title extra hours/Other
August	8/31/20 3.5 AVID 9/1/2020 7.0 AMHS PD 9/3/2020 7.0 AMHS PD			8/31/20 3.5 LID 9/2/20 7.0 District LID Day	
September		9/23/2020 CRT Principle 5/ AVID WICOR intro	9/16/2020		
October		10/21/2020 CRT Principle 5/ AVID WICOR intro	10/7/2020	10/9/2020 Waiver Day	10/12/2020 Academy PLC 10/15/2020 LTM-SIP review
November		11/18/2020 CRT Principle 5/ AVID WICOR intro	11/4/2020		11/9/2020 Academy PLC
December	Parent/Teacher Conferences 12/9-10/2020 2 hrs.	12/16/2020 CRT Principle 5/ AVID WICOR intro	12/2/2020		12/14/2020 Academy PLC 12/15/2020

Month					
January		1/20/2021 CRT Principle 5/ AVID WICOR intro	1/6/2020		1/25/2021 Academy PLC

TBD New Teachers |
| February | | 2/24/2021 CRT Principle 5/ AVID WICOR intro | 2/3/2020 | | TBD New Teachers |
| March | TBD Senior Presentations | 3/17/2021 CRT Principle 5/ AVID WICOR intro | 3/3/2020 | 3/8/2021 Waiver Day | 3/1/2021 Academy PLC

TBD New Teachers |
| April | | 4/21/2021 CRT Principle 5/ AVID WICOR intro | 4/18/2020 | | 4/12/2021 Academy PLC

TBD New Teachers |
| May | | 5/19/2021 CRT Principle 5/ AVID WICOR intro | 5/5/2020 | 5/10/2021 Waiver day | TBD New Teachers

5/17/2021 Academy PLC

5/24/2021 SW PLC 21/22 roster checks |
| June | 6/12/2021 Graduation 4.0 hrs. | 6/16/2021 CRT Principle 5/ AVID WICOR intro | 6/9/2020 | | |

Budget – SWT- 4/LAP
Insert Budget Page here.