***Auburn Mountainview High School***

School Improvement Plan

Title I Schoolwide

Planning Year 2015-2016

Implementation September 2016-June 2019

# Auburn School District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

# Auburn School District Vision

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

# Auburn Mountainview High School Mission

In a mutually respectful and safe community, each student will

• Achieve high standards of learning

• Demonstrate responsible citizenship

• Value lifelong learning

# Auburn Mountainview High School Vision

# 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.

**Parent Involvement – SWT 6** (only last paragraph included here)

Beginning with the 2016/2017 school year, staff will make a minimum of four parents contacts per week and record all parent contacts in a Google form and share the form with the Title I Coordinator and their supervising administrator.

**Student Transitions - SWT 7**

**This section includes the following student transitions:** transition to high school, transitions between grade levels, and beyond high school transitions.

**SMART Goal 1:**

**Math Goal: The percentage of 11th grade students meeting the College and Career Ready standard on the SBA Math Assessment will increase from 38.5% in 2015 to 78.5% in 2019.**

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| **SMART Goal 1** | |
| **Subject Area: Mathematics** | |
| **School Name:** | Auburn Mountainview High School |
| **Target Population- *based on demographic, discipline and attendance data analysis:*** | Students that have not met standard (course grade of 60% or above) in their Algebra course by the end of 10th grade. Students that have not met standard (course grade of 67% or above) in their Geometry course by the end of 11th grade. |
| **Our Reality-*based on assessment data analysis:*** | In 2016, 21.3% (78 students) of our 9th graders, 6.8% (26 students) of our 10th graders and 2.0% (7 students) of our 11th graders had not passed Algebra by the end of semester 2.  In 2016, 31.4% (120 students) of our 10th graders and 7.9% (28 students) of our 11th graders had not passed Geometry by the end of semester 2.  In 2015, 29.8% (101 students) of our 11th graders chose to not take the SBA Math test, including many students that have already met the state graduation standard with either the EOC Algebra or EOC Geometry state assessments.  Of the 70.2% of the 11th graders who took the 2015 SBA Math test, 38.5% met the College and Career Ready standard.  Our Hispanic/Latino students and our ELL students met the College and Career Ready standard on the 2015 SBA Math at a much lower rate (8.1% and 6.2%) than the 11th graders as a whole. |
| **Our SMART Goal-*based on target population and your reality:*** | **The percentage of 11th grade students meeting the College and Career Ready standard on the SBA Math Assessment will increase from 38.5% in 2015 to 78.5% in 2019.** |
| **Action Plan** | |

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| Action Step | SWT 2 All students will be supported in passing Algebra by the end of 10th grade. | | | |
| Evidence of Implementation | **Evidence of Impact** | **Timeline** | **Resources** | **Responsibility** |
| Analysis of Fall MAP data to plan instruction, including scaffolding, to better meet the needs of students.  Engage students in understanding their Fall MAP performance in areas for improvement.  Analysis of district formative and summative assessments to plan instruction.  Spiral assessments. | All students meeting standard (minimum of 75%) on the district formative and summative Algebra assessments.  Using the concept test summary sheet, students are able to articulate their continuum of learning to successfully meet standard on each Algebra concept in the district curriculum.  There will be a decrease in the percent of students that haven’t completed Algebra by the end of 10th grade. | 2016/2017 through 2018/2019 school year | PLC time to analyze assessment data.  Kuta PreAlgebra software to support basic skills.  Staff PD on use of MAP data | Math department chairs  Algebra teachers |
| Action Step | **SWT 2 All students will be supported in passing Geometry by the end of 11th grade.** | | | |
| Evidence of Implementation | **Evidence of Impact** | **Timeline** | **Resources** | **Responsibility** |
| Analysis of Fall MAP data to plan instruction, including scaffolding, to better meet the needs of students.  Engage students in understanding their Fall MAP performance in areas for improvement.  Analysis of district formative and summative assessments to plan instruction.  Spiral assessments. | All students meeting standard (minimum of 75%) on the district formative and summative Geometry assessments.  Using the concept test summary sheet, students are able to articulate their continuum of learning to successfully meet standard on each Geometry concept in the district curriculum.  There will be a decrease in the percent of students that haven’t completed Geometry by the end of 11th grade. | 2017/2018 through 2018/2019 school year | PLC time to analyze assessment data.  KUTA PreAlgebra software for to support basic skills.  Staff PD on use of MAP data  Need additional para, teacher or other staff time to contact parents of students that are absent or tardy to the after school Geometry program. | Math department chairs  Geometry teachers |
| Alignment to District Improvement Plan Objectives:  GOAL 1: Student Achievement  All staff in the Auburn School District provide support, leadership, and guidance to ensure each  student meets or exceeds state and district standards, graduates on time, and is prepared for career  and college.  Objective 3: The Auburn School District will utilize the Center for Educational Leadership’s Five  Dimensions of Teaching (CEL 5D) as the Instructional Framework.  Strategy 2  Teachers and administrators monitor student learning and adjust instruction to ensure  achievement of standard. | | | | |

# SMART Goal 2:

**Literacy Goal: The percentage of 11th grade students meeting the College and Career Ready standard on the SBA ELA Assessment will increase from 57% in 2015 to 85% in 2019.**

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| **SMART Goal 2** | |
| **Subject Area: Literacy** | |
| **School Name:** | Auburn Mountainview High School. |
| **Target Population- *based on demographic, discipline and attendance data analysis:*** | Students that have not met College and Career Ready ELA standard by the end of 11th grade. |
| **Our Reality-*based on assessment data analysis:*** | 28.8% (98 students) of our 11th graders chose to not take the SBA ELA test.  Our Hispanic/Latino students and our special education students taking the on grade level 2015 SBA ELA met the College and Career Ready standard at a much lower rate (32.3% and 27.7%) than the 11th graders as a whole (57.3%).  Our Black/African American students were the largest group scoring at level 1 (high risk) on the 2015 SBA ELA assessment |
| **Our SMART Goal-*based on target population and your reality:*** | **The percentage of 11th grade students meeting standard on the SBA ELA Assessment will increase from 57% in 2015 to 85% in 2019.** |
| **Action Plan** | |

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| Action Step | SWT 2 All students will be supported in their understanding and application of five literacy skills in all content areas: central idea and key details, inference, compare/contrast, analyze, and evaluate. | | | |
| Evidence of Implementation | **Evidence of Impact** | **Timeline** | **Resources** | **Responsibility** |
| All content area teachers will intentionally integrate instruction and student practice with central idea and key details, inference, and compare/contrast. (Year 1, 2016/2017)  All content area teachers will intentionally integrate instruction and student practice with central idea and key details, inference, compare/contrast, analyze, and evaluate. (Year 2-3, 2017/2018 and 2018/2019) | There will be an increase in the percent of students proficient as measured by our three schoolwide assessements (September, December, March).  There will be an increase in the percent of 11th grade students meeting College and Career Ready standards as measured by the SBA ELA. | 2016/2017: first three literacy skills  2017/2018 and 2018/2019: all five literacy skills | Lesson plans examples developed by the Literacy Team.  AMHS PD Specialists.  Three schoolwide PLC days.  Waiver day and building PD hours for professional development. | teachers |
| Alignment to District Improvement Plan Objectives:    GOAL 1: Student Achievement  All staff in the Auburn School District provide support, leadership, and guidance to ensure each  student meets or exceeds state and district standards, graduates on time, and is prepared for career  and college.  Objective 3: The Auburn School District will utilize the Center for Educational Leadership’s Five  Dimensions of Teaching (CEL 5D) as the Instructional Framework.  Strategy 2  Teachers and administrators monitor student learning and adjust instruction to ensure  achievement of standard. | | | | |

**SMART Goal 3:**

**Graduation Goal: The percentage of students graduating on time will increase from 90.9% in 2014 to 95% in 2018.**

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| **SMART Goal 3** | |
| **Subject Area:** | |
| **School Name:** | Auburn Mountainview High School |
| **Target Population- *based on demographic, discipline and attendance data analysis:*** | Students not graduating on time. |
| **Our Reality-*based on assessment data analysis:*** | Many students are skipping CORE.  From second semester 2010/2011 school year when CORE was implemented, the number of students earning a D or F at semester has increased from 29.6% to 36.6% in the first semester of 2014/2015 and then decreased slightly to 34.6% second semester 2015/2016.  From second semester 2010/2011 school year when CORE was implemented, the average number of Fs per student for students that had a D or F at the end of each semester has decreased from an average of 2.2 per student to 1.0 per student first semester 2014/2015 and has increased to an average of 1.3 per student second semester 2016. |
| **Our SMART Goal-*based on target population and your reality:*** | **The percentage of students graduating on time will increase from 90.9% in 2014 to 95% in 2018.** |
| **Action Plan** | |

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| Action Step | SWT 2 Students will be supported in improving their attendance during CORE. | | | |
| Evidence of Implementation | **Evidence of Impact** | **Timeline** | **Resources** | **Responsibility** |
| CORE placement staff will place all students in a CORE class or a CHOICE class.  All teachers will promptly take attendance for their CORE and CHOICE sections prior to releasing CHOICE students from their classroom. | There will be a decrease in the average percent of students truant for CORE each day. Average daily attendance will be calculated at the end of each semester. | 2016/2017 through  2018/2019 school year. | additional CORE placement staff to place students in both CORE and CHOICE classes | Teachers  CORE placement staff  Dean of Students |
| Action Step | **SWT 2 All students will be supported during CORE in improving their course grades.** | | | |
| Evidence of Implementation | **Evidence of Impact** | **Timeline** | **Resources** | **Responsibility** |
| Staff are actively engaged in assisting students with improving their grades utilizing the CORE Plan Sheet. | Students are actively engaged in improving assignments and assessment scores during CORE utilizing the CORE Plan Sheet.  Decrease in the percent of students with D and F grades at the end of each semester. | 2016/2017 through  2018/2019 school year. | CORE Plan Sheet  Career Center Counselor | Teachers  Administrators |
| Alignment to District Improvement Plan Objectives:  GOAL 1: Student Achievement  All staff in the Auburn School District provide support, leadership, and guidance to ensure each  student meets or exceeds state and district standards, graduates on time, and is prepared for career  and college.  Objective 5  The Auburn School District will increase and continue to exceed the State of Washington’s on-time  and extended high school graduation rates.  Strategy 2  The Auburn School District administrators, principals, and teachers support student transitions  from kindergarten through grade 12 by monitoring and intervening with students exhibiting  at-risk indicators including attendance, academic, health, social, economic, and discipline. | | | | |

S**WT 9: Effective, Timely Assistance**

