

AMHS SIP SW Title Plan On a Page 2019-2025 (Five Pager)

Updated 11/20/24

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

-Professional Development Activities

Parent Engagement – SWT 2/LAP

-Parent/Guardian Communication Documentation

Student Transitions – SWT 2 & 3/LAP

-Activities related to the following student transitions

8th grade to 9th grade

Between high school grade levels

Beyond High School Transition

Effective, Timely Assistance – SWT 2 & 3/LAP

- IXL ELA Assessment to provide all teachers of 9th-12th grade, English Learners, and Special Education students with literacy data to support students in the classroom.
- Algebra with Algebra Intervention courses (Title para-educator support)
- para-educator support in 9th Grade LA9 classes (Title para-educator support)
- para-educator support in Multi Language classes
- para-educator support in American Literature (Title para-educator support)
- co-teach courses with Special Education teachers
- co-teach courses with Multi Language teachers
- push-in course support with Special Education teachers
- push-in course support with Multi Language teachers
- AVID elective course expanded to 9th-12th graders

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.

SMART Goal 1: Literacy in All Content Areas
LITERACY ACTION STEP ONE: VOCABULARY

2024-2025 Evidence of Implementation (adult actions)	Evidence of Impact (student data)	Leadership Responsibility	Professional Development
<p>Administer the IXL ELA Diagnostic in the fall and winter for all 9th through 11th graders.</p> <p>In all content areas, differentiate instruction based on student assessment results.</p> <p>We have also added a Literacy Specialist to support our 9th and 10th graders.</p>	<p>Students will maintain or improve their IXL ELA Diagnostic score.</p> <p>Our Literacy Specialist will continuously monitor students through the use of varied formative and evaluative assessments.</p>	<p>Teachers in all content areas.</p> <p>Literacy Specialist</p>	<p>Literacy Specialist completed her Reading Endorsement (Winter 2024)</p>

LITERACY ACTION STEP TWO: COMPREHENSION

2024-2025 Evidence of Implementation (adult actions)	Evidence of Impact (student data)	Leadership Responsibility	Professional Development
<p>Administer the IXL ELA Diagnostic in the fall and winter for all 9th through 11th graders.</p> <p>In all content areas, differentiate instruction based on student assessment results.</p> <p>We have also added a Literacy Specialist to support our 9th and 10th graders.</p> <p>One crucial action step to ensure student success is focusing on education that promotes relevant learning, high achievement, and graduation for every student. To achieve this, staff training plays a pivotal role by equipping educators with the tools and strategies needed to deliver rigorous, high-quality instruction. By continuously enhancing the professional development of staff, schools can ensure that all students are exposed to meaningful and challenging content that aligns with their academic needs. This proactive approach ensures that every student has the opportunity to thrive, reach their full potential, and successfully graduate.</p>	<p>Students will maintain or improve their IXL ELA Diagnostic score.</p> <p>Our Literacy Specialist will continuously monitor students through the use of varied formative and evaluative assessments.</p> <p>Student voice will be added to our equity team work.</p>	<p>Equity Team</p> <p>Teachers in all content areas.</p> <p>Literacy Specialist</p>	<p>Equity trainings at Staff meetings which include student voice.</p> <p>Literacy Specialist completed her Reading Endorsement (Winter 2024)</p>

SMART Goal 2: Mathematics

MATHEMATICS ACTION STEP ONE: ALGEBRA

<i>2024-2025 Evidence of Implementation (adult actions)</i>	<i>Evidence of Impact (student data)</i>	<i>Leadership Responsibility</i>	<i>Professional Development</i>
<p>Teachers will continue to support students with differentiated instruction.</p> <p>Teachers will continue to use PLC+ time to analyze common assessments for all units.</p> <p>Teachers will continue to have student and/or parent conferences for students missing or needing to retake assessments, attendance concerns, and other non-academic concerns.</p> <p>Students with a D/E/F and/or missing assignments or assessments will work to improve their grades during Lion Time every Wednesday through Friday.</p> <p>Support absent students with remote/tech resources, google classroom, etc.</p> <p>To further support students' academic growth, we have introduced a Title I math intervention class specifically designed for students with a history of struggling in mathematics. This additional support ensures that students who need extra help in building their math skills receive targeted instruction and resources. By focusing on their individual needs, we aim to help them overcome challenges, build confidence, and achieve greater success in mathematics. This intervention program plays a crucial role in closing achievement gaps and setting all students on a path toward academic success.</p>	<p>We will maintain or exceed the percent of students passing Algebra at the end of the pre-pandemic 2018-2019 school year.</p>	<p>Algebra teachers</p> <p>Math Intervention specialist</p>	

MATHEMATICS ACTION STEP TWO: GEOMETRY

<i>2024-2025 Evidence of Implementation (adult actions)</i>	<i>Evidence of Impact (student data)</i>	<i>Leadership Responsibility</i>	<i>Professional Development</i>
<p>Teachers will continue to support students with differentiated instruction.</p> <p>Teachers will continue to use PLC+ time to analyze common assessments for all units.</p> <p>Teachers will continue to have student and/or parent conferences for students missing or needing to retake assessments, attendance concerns, and other non-academic concerns.</p>	<p>We will maintain or exceed the percent of students passing Geometry at the end of the pre-pandemic 2018-2019 school year.</p>	<p>Geometry teachers</p> <p>Title I Specialist</p>	

<p>Students with a D/E/F and/or missing assignments or assessments will work to improve their grades during Lion Time every Wednesday through Friday.</p> <p>Support absent students with remote/tech resources, google classroom, etc. (Support for students with excess absences necessary due to the pandemic).</p> <p>Plans to implement Title I math intervention course specifically for struggling students. Geometry essential standards with additional scaffolding and support systems will be part of that implementation.</p>			
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SMART Goal 3: Equity in High School Graduation Rates

ACTION STEP ONE: NINTH GRADE ACADEMY

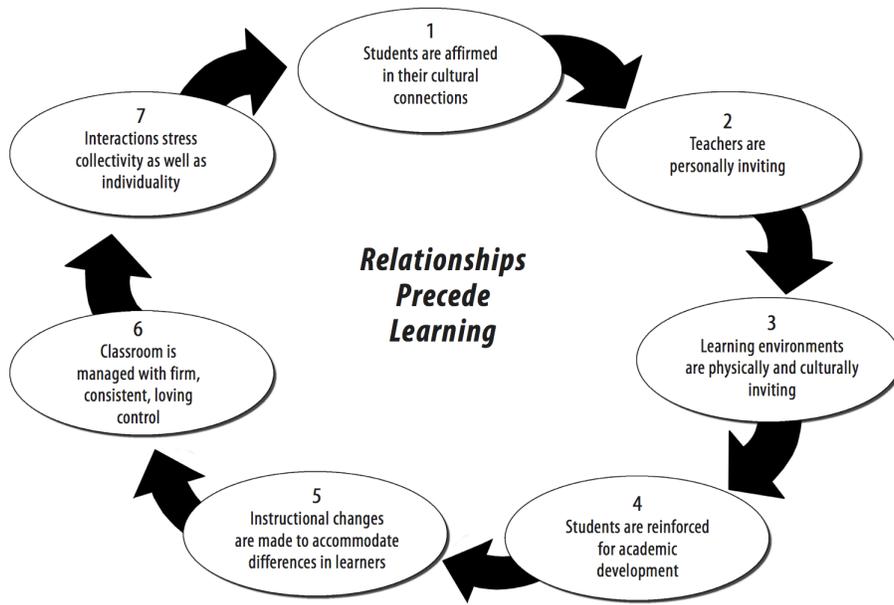
<p>2024-2025 <i>Evidence of Implementation (adult actions)</i></p> <p>All teachers with 9th grade students will continue to support students with differentiated instruction.</p>	<p><i>Evidence of Impact (student data)</i></p> <p>We will exceed the percent of students that meet OSPI Ninth Graders on Target (passing all classes attempted during 9th grade) compared to the 2023-2024 school year.</p>	<p>Leadership Responsibility</p> <p>All teachers Administrators Counselors Paraeducators</p>	<p>Professional Development</p>
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EQUITY IN HIGH SCHOOL GRADUATION RATES

ACTION STEP TWO: ATTENDANCE

<p>2024-2025 <i>Evidence of Implementation (adult actions)</i></p> <p>August home visits: Welcome to Auburn Mountainview High School signs will be delivered to all 9th grade students' homes.</p> <p>We have Students of Concern Meetings to support students with non-academic concerns, including attendance.</p> <p>Three Strike Policy We implemented a three strike policy at AMHS to support and hold accountable students with regular attendance or discipline issues. There will be a Lion Academy intervention, which is Full day academic intervention in the school building in place of out of building suspension. All students in LION Academy will receive support from the Academic Dean, Behavior support specialist, AMHS intervention specialist, and counselor. The student assigned to LION Academy will remain in this space for the entire school day for the number of days assigned by their administrator.</p>	<p><i>Evidence of Impact (student data)</i></p>	<p>Leadership Responsibility</p> <p>Administrators</p> <p>Counselors</p> <p>Dean of Students-Attendance</p> <p>Family Engagement Liaison</p> <p>Teachers</p> <p>Lion Academy: Academic Dean, Behavior support specialist, AMHS intervention specialist, and counselor</p>	<p>Professional Development</p> <p>Equity Meetings with supportive teaching strategies occur every staff meeting. Our focus this year:</p> <p>Culturally Responsive Teaching Practices:</p> <p>Learning environments are welcoming and inviting.</p> <p>Interactions stress collectivity and individuality.</p>
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7 Principles for Culturally Responsive Teaching



Creating Culturally Responsive Classrooms, 1997, Shade, Kelly, and Oberg. Order from: APA Order Department, PO Box 92984, Washington, DC 20090-2984

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READING

- Critical reading strategies
- Note-taking
- Graphic organisers
- Vocabulary building
- Summarising
- Reciprocal teaching

WRITING

- Cornell note-taking
- Learning logs
- Quickwrites/reflections
- Process writing
- Peer evaluation
- Authentic writing

INQUIRY

- Skilled questioning techniques
- Costa's Levels Of Thinking
- Socratic seminars
- Tutorials
- Investigations
- Questions that guide research

ORGANISATION

- Binders and organisational tools
- Calendars, planners, and agendas
- Graphic organisers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

COLLABORATION

- Socratic seminars
- Tutorials
- Philosophical chairs
- Group activities and projects
- Peer editing groups
- Service learning projects