

Planning Year 2016-2017
Implementation September 2017-June 2020

West Auburn High School
School Improvement Plan



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

September 2013-June 2017
Auburn School District Strategic Plan

Aspiration:

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

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 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.

District 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.

District Goal 2: Community Engagements

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

District Goal 3: Policies and Resource Management

Auburn School District policies and resources are aligned to the strategic plan.

School			
West Auburn High School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Jon Aarstad	Michael Bosch	Derek Ludwigson	

SIP Template

School Improvement Team Signatures 2016-2017			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Jon Aarstad	Principal		
Lila Jenkins	Parent		
Michelle Altona	Student		
	Community Member		
Michael Bosch	Staff		
Derek Ludwigson	Staff		
Jackie Myers	Staff		
	Staff		
	Staff		
	Staff		
	Staff		
Each team must include staff, students, families, parents, and community members.			

Signatures for Approval

Superintendent		
Alan Spicciati	Superintendent	
District Departments		
Vicki Bates	Assistant Superintendent Technology	
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
School Board		
Anne Baunach	School Board	
Robin Malenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

School Vision (your preferred future)

At West Auburn, we will foster a safe and supportive learning environment that educates beyond curriculum for all students to become active and healthy people in academics and beyond.

School Mission (what you do every day to achieve your preferred future)

West Auburn Senior High School will teach, model, lead by example to help embody responsible decision makers and lifelong learners, for our students, so they develop into ethical responsible decision makers and lifelong learners.

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

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

West Auburn completed the three-year school improvement process during the 2016-2017 school year. The previous SIP leadership team known as the West Auburn Leadership Team had several changes in staff roles and responsibilities bring in new leadership and a renewed energy to meet the needs of West Auburn’s students. All certificated staff were invited to join a goal group. West Auburn revised its weekly meeting format in 2013-2014 to accommodate the work of the SIP into our school schedule. The work of the SIP is embedded into or daily work and weekly collaboration.

The West Auburn School Improvement Plan is a “working document,” which will evolve with student needs and resources available. It will also guide the work of the school focused Literacy, Math, Science, and Supportive Learning Environment Goals. The programs at West Auburn have and will continue to evolve. Over the past three year we have established supports for special needs students, English language learners and Alternative Learning Experiences through the use of student learning plans and a comprehensive program review. During the 2016-2017 school year the school and district have been planning the reconstruction of our ALE model to address the needs of our students to achieve a higher percentage of credit attainment.

The SIP will continue to share information that communicates the history and unique needs of West Auburn.

Highly Qualified Staff – SWT #2 and #3/LAP

*Write a description of meeting the highly qualified requirements for staff hired **before December 10, 2015.***

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

At WAHS our new teacher orientation takes our new staff through many of the processes that they will encounter over the course of the school year, including but not limited to grading practices, time sheet completion procedures, discipline process etc... In addition, each new teacher receives a mentor that can assist them in curricular questions as well as classroom management and building processes as well.

COMPREHENSIVE NEEDS ASSESSMENT – SWT #1/LAP

Executive Summary

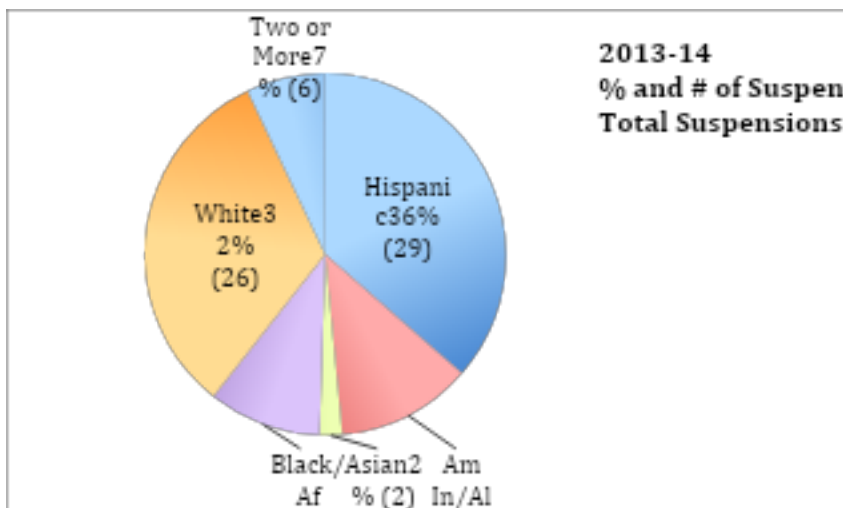
Include all Needs Assessment Data documents used to write each Executive Summary.

Demographic data

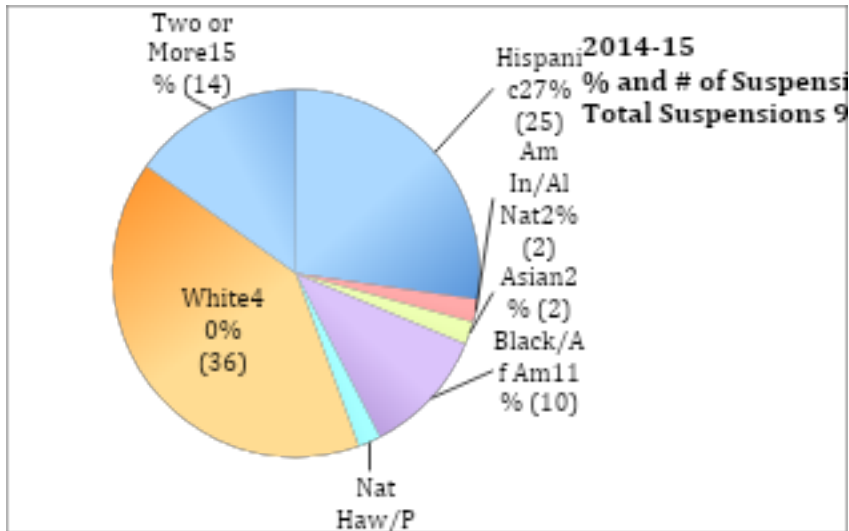
Staff reviewed enrollment data for the years 2011-2016 disaggregated by ethnicity and special populations ie. SPED, ELL, F/R. White enrollment decreased over that time from 51% to 43%. Asian population increased from 2% to 3%. Other ethnic groups have remained relatively the same. All three special populations have stayed close to the same percentages since 2011-12 to 2015-16. The mobility rate percentage has decreased from 100% in 2010-11 to 85% in 2015-16.

Discipline

Staff reviewed suspension data for the years 2013-2016 disaggregated by ethnicity, both number of suspensions and numbers of students suspended. Black/ African American students have been suspended over the 3 years at a disproportionate rate of over twice their enrollment representation. Number of suspensions increased from 81 in 2013-14 to 94 in 2015-16 with a decrease of enrollment over the same period of time. Over the same period, there was very little change, going from 62 to 67 students.

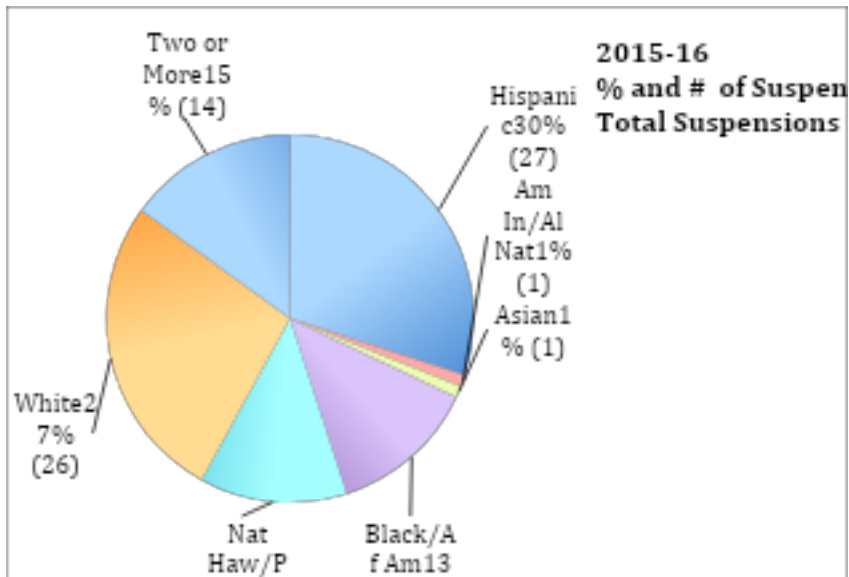


2013-14 Enrollment % by Race Total Enrollment 287	
Hispanic	30%
Am In/Al Nat	4%
Asian	3%
Black/Af Am	6%
Nat Haw/Pac Isl	1%
White	45%
Two or More	11%



**2014-15
Enrollment % by Race
Total Enrollment 261**

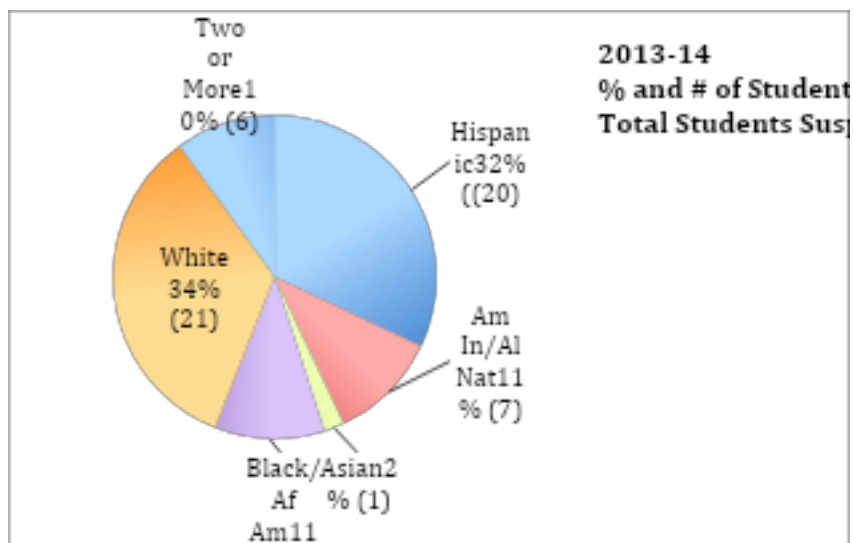
Hispanic	35%
Am In/Al Nat	3%
Asian	2%
Black/Af Am	5%
Nat Haw/Pac Isl	2%
White	38%
Two or More	14%



**2015-16
Enrollment % by Race
Total Enrollment 242**

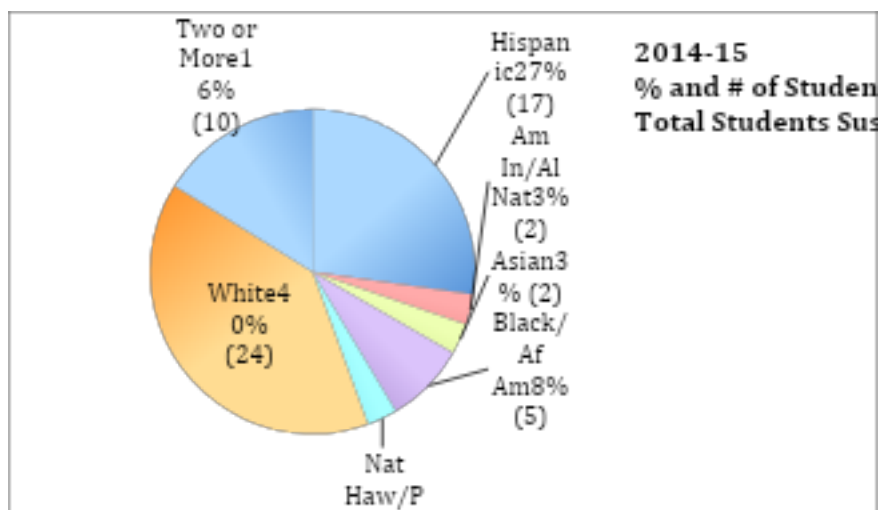
Hispanic	25%
Am In/Al Nat	2%
Asian	3%
Black/Af Am	7%
Nat Haw/Pac Isl	6%
White	43%
Two or More	14%

% and # of Students Suspended 2013 – 2016



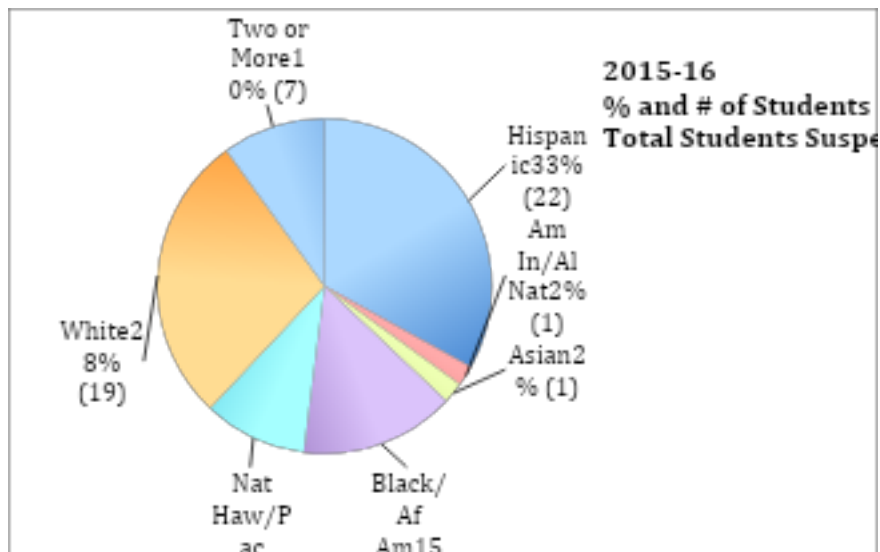
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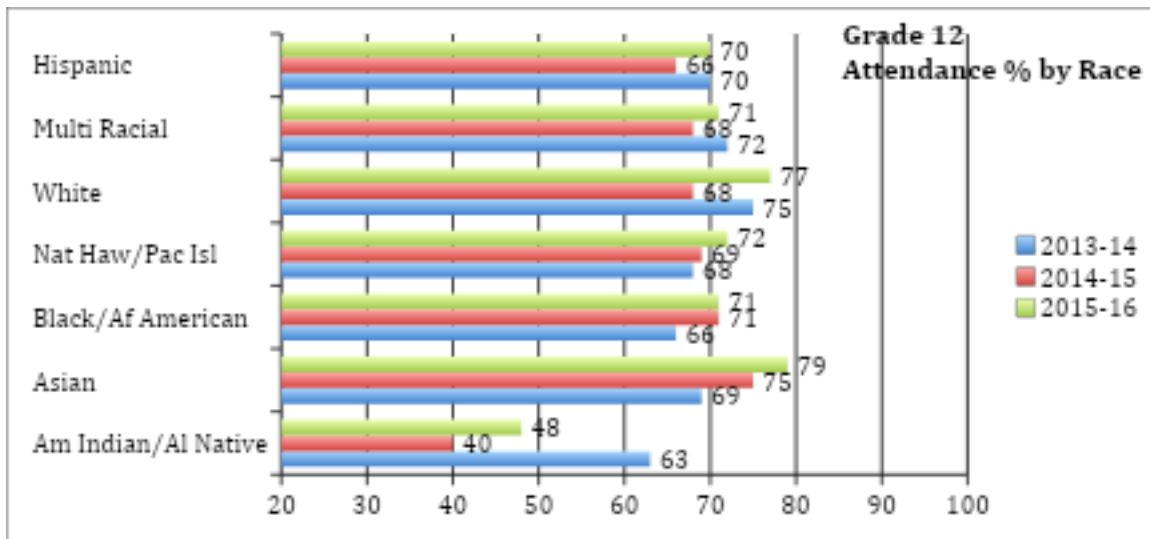


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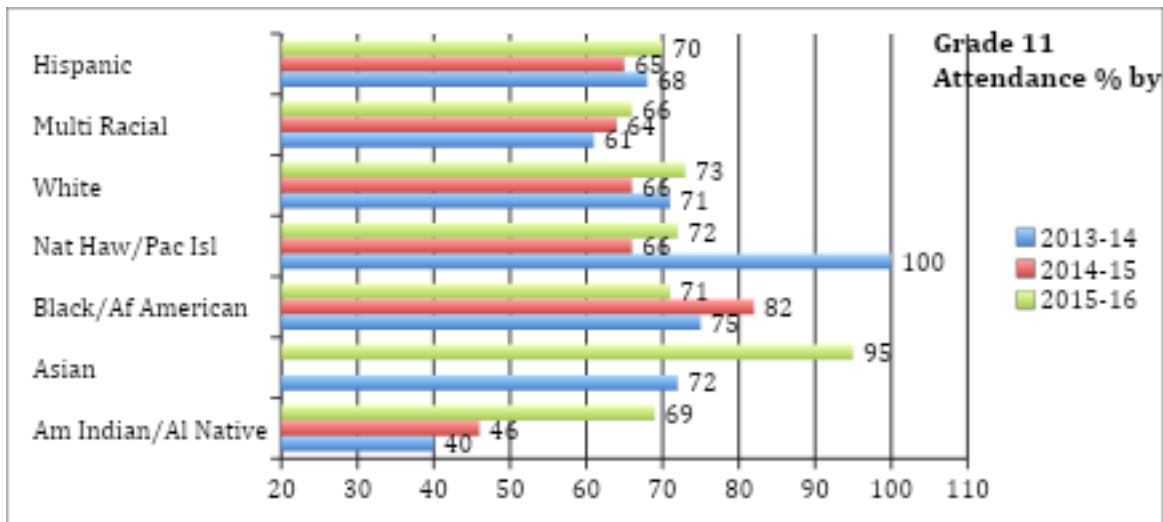
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Two or More	14%

Attendance

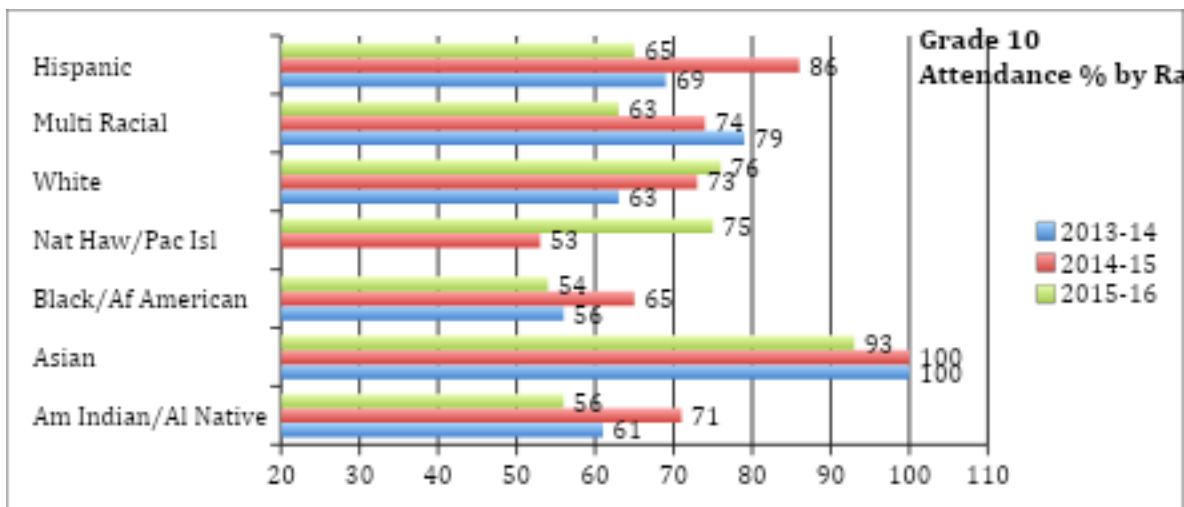
Staff reviewed attendance data for the years 2013-2016 disaggregated by ethnicity and grade level and noticed that Hispanic students attend about 70% of the time through all grade levels. Over this three year span, white students are attending below 80%. No significant patterns were noticed across grade levels, but almost every sub group attended below 80% between 2013 and 2016.



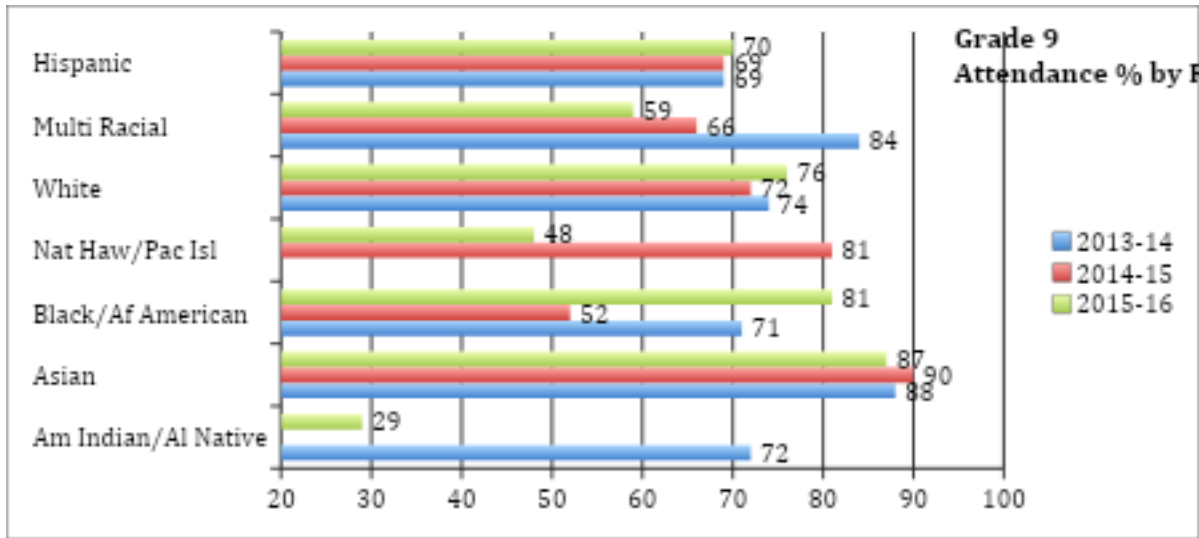
Number of Students			
	2013-14	2014-15	2015-16
Hispanic	84	89	70
Multi racial	25	30	33
White	109	86	111
Native Hawaiian/Pac Isl	2	3	9
Black/African Am	19	16	17
Asian	9	5	6
American In/Alaska Nat	6	4	4



Number of Students			
	2013-14	2014-15	2015-16
Hispanic	37	33	22
Multi racial	23	16	13
White	50	49	43
Native Hawaiian/Pac Isl	1	5	3
Black/African Am	5	2	12
Asian	4	0	1
American In/Alaska Nat	3	6	4



Number of Students			
	2013-14	2014-15	2015-16
Hispanic	23	16	23
Multi racial	11	9	11
White	36	34	33
Native Hawaiian/Pac Isl	0	3	6
Black/African Am	3	5	4
Asian	1	1	2
American In/Alaska Nat	9	3	2



Number of Students			
	2013-14	2014-15	2015-16
Hispanic	10	12	12
Multi racial	2	9	5
White	16	20	13
Native Hawaiian/Pac Isl	0	5	5
Black/African Am	2	3	4
Asian	1	1	2
American In/Alaska Nat	1	0	2

Data Analysis- DIBELS

Write a summary of the analysis of your school's DIBELS data. Disaggregate your data by subgroups (race, ELL, and SpEd). Include multiple consecutive years to identify trends over time.

Data Analysis- MAP (Reading)

From Fall 2015 to Fall 2016 MAP scores have decreased an average of four points in Reading, dropping from an average of 208 to 204. The spring 2015 showed similar results, with students scoring an average of 204 on the MAP reading. Disaggregating by race will not show accurate numbers due to only 44 students MAP testing in the Fall 2017 MAP testing. Scores before Fall 2015 are not available because of the changeover in NWEA's MAP data.

Data Analysis- ELPA21 (ELL Data)

ELL is less than 5% of the population at West Auburn High School, with the student mobility rate it is difficult to compare AMAO targets.

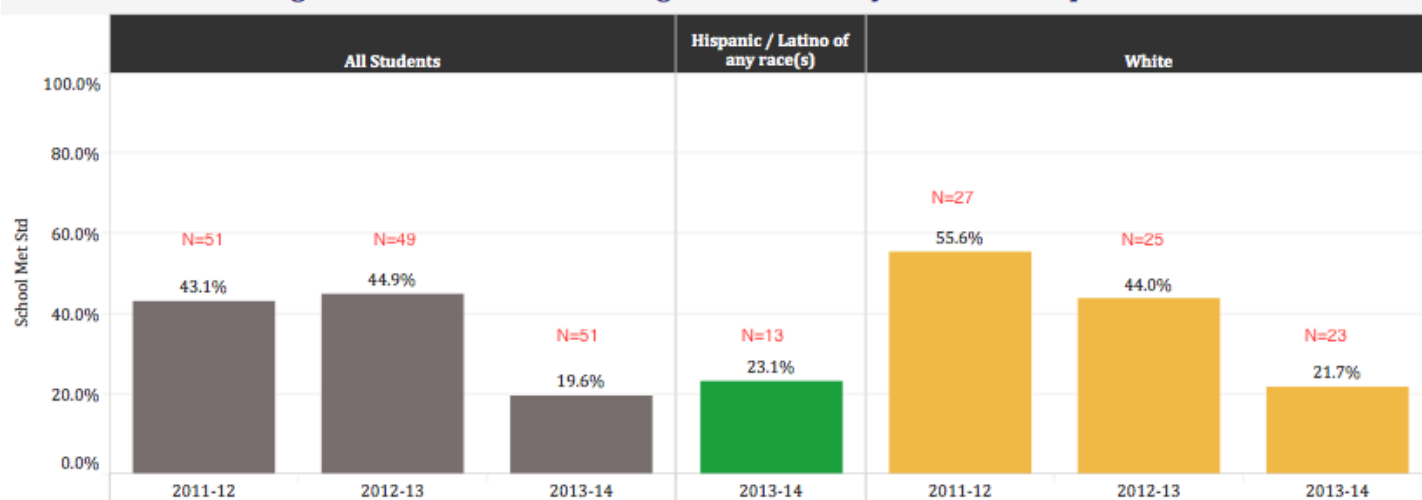
Data - (iReady, EZCBM, other standardized/norm referenced data sets)

SBA ELA (MSP/HSPE)

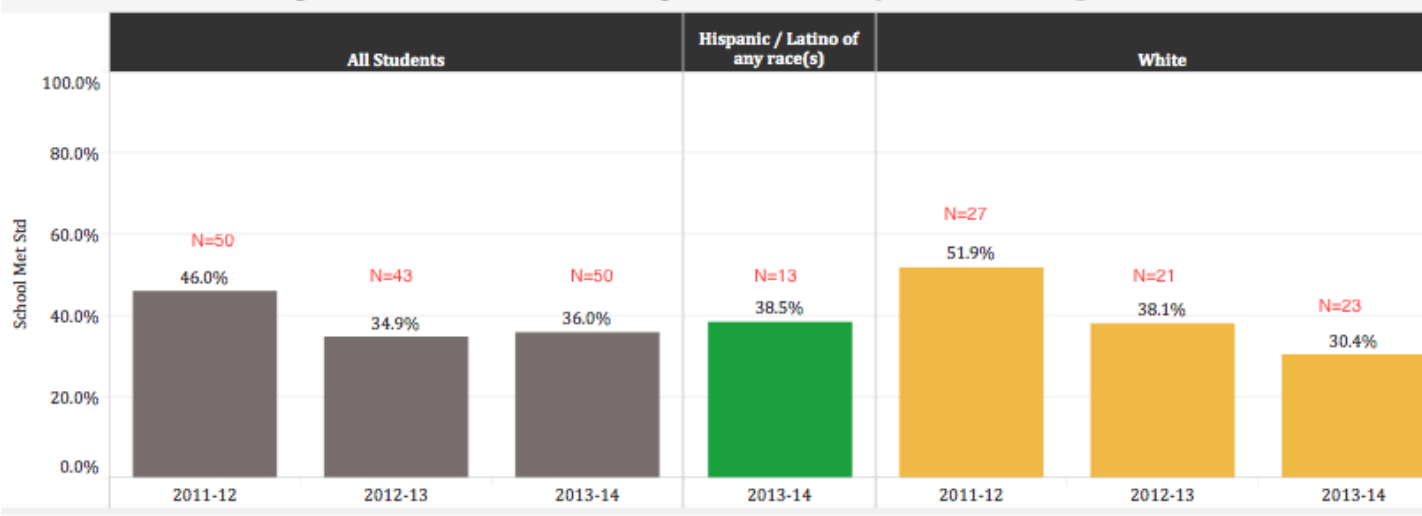
Staff reviewed literacy data for the years 2012-2016 (2012-14 HSPE/ 2014-2016 SBA) disaggregated by ethnicity and noticed that HSPE Reading pass rates have dropped from 2012-13 to 14-2015, from 43% to 20% while HSPE writing pass rates have dropped from 2012-13 to 2014-15, from 32% to 26%. Decrease in percent of students meeting standard occurred within the two years of HSPE.

In grade 11 the SBA percent of students meeting standard increased from 12% in 2015 to 41% in 2016, with similar N sizes. Hispanic students meeting standard increased from 9% to 24%.

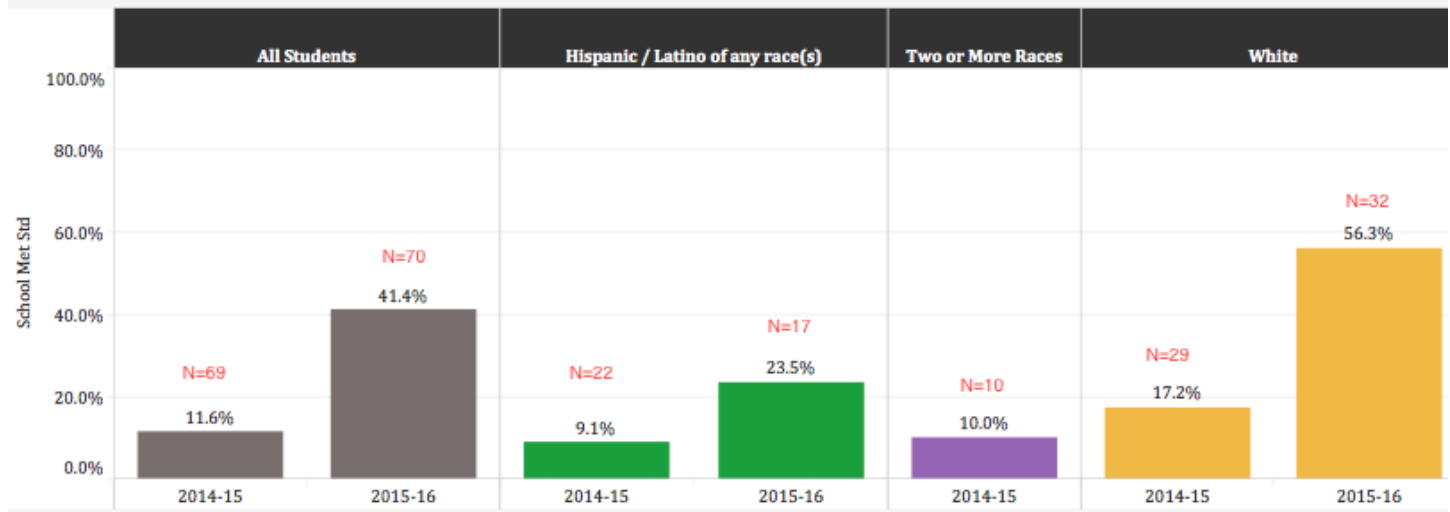
West Auburn Senior High School - MSPHSPE-Reading - 10th Grade - by Student Group



West Auburn Senior High School - MSPHSPE-Writing - 10th Grade - by Student Group



West Auburn Senior High School - SBA-ELA - 11th Grade - by Student Group



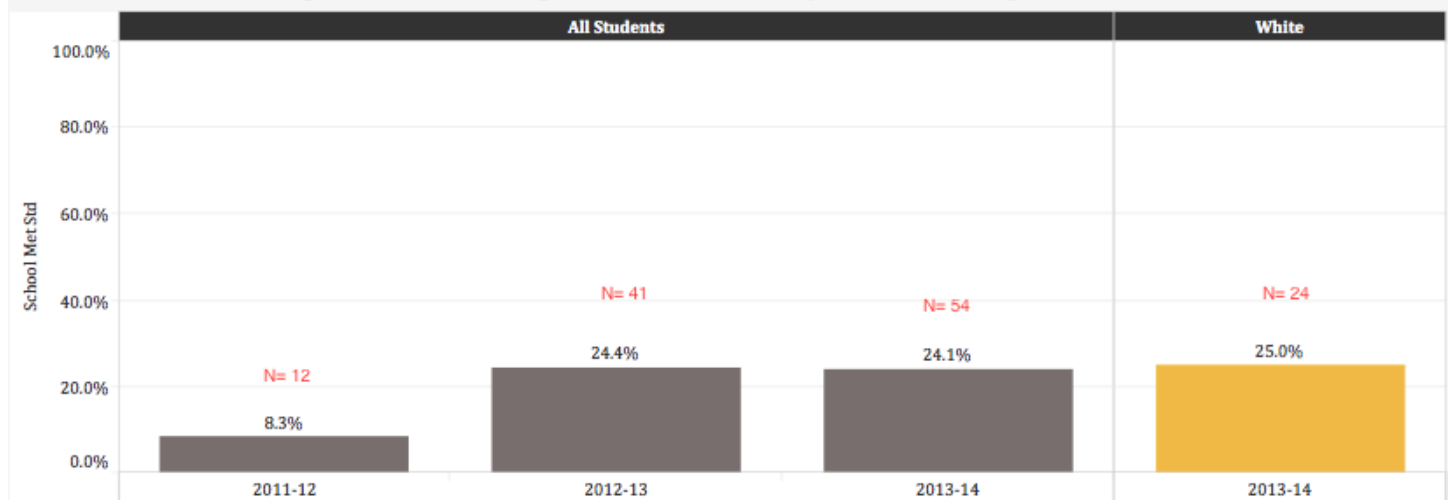
Data Analysis- MAP (Math)

From Fall 2015 to Fall 2016 MAP scores have not changed in Math during this same time period, showing the average math score of 2016 in both Fall 2015 and Fall 2016. The spring 2015 showed similar results, with students averaging a 214 score on the Math MAP. Disaggregating by race will not show accurate numbers due to only 40 students MAP testing in the Fall 2017 MAP testing. Scores before Fall 2015 are not available because of the changeover in NWEA's MAP data.

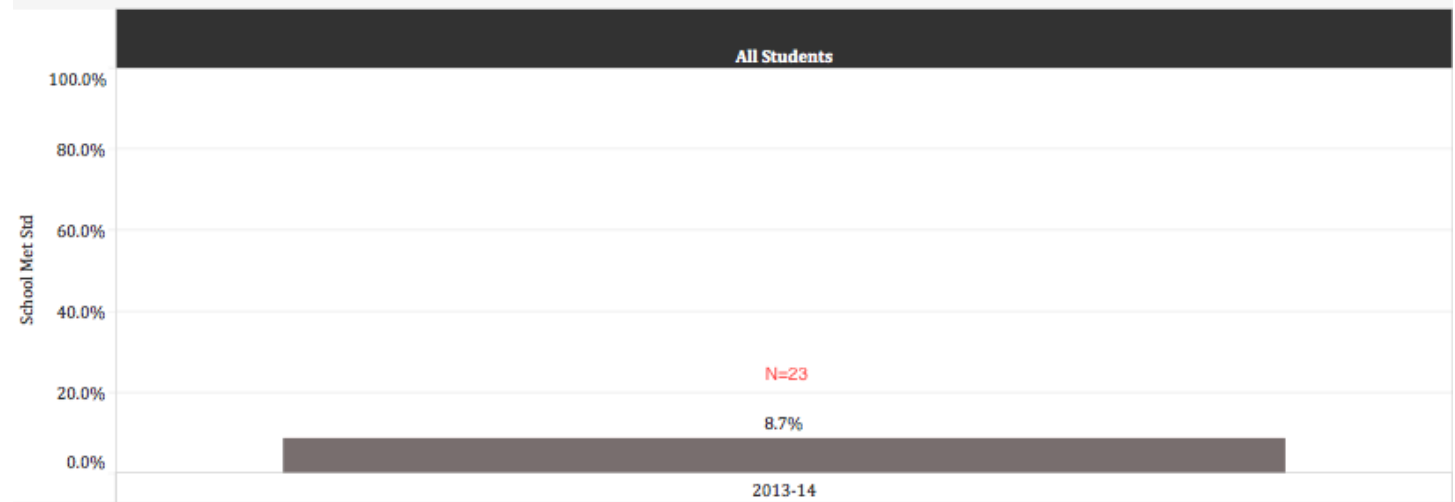
SBA Math (MSP/EOC)

Staff reviewed math data for the years 2012-2016 (2012-16 Alg EOC, Geo. EOC, / 2015-2016 SBA Math) disaggregated by ethnicity. Staff noticed pass rates for the Algebra EOC increased from 2012-13 to 2015-16, from 6% to 12%. Of three students who took Geometry EOC in 14-15, one student met standard.

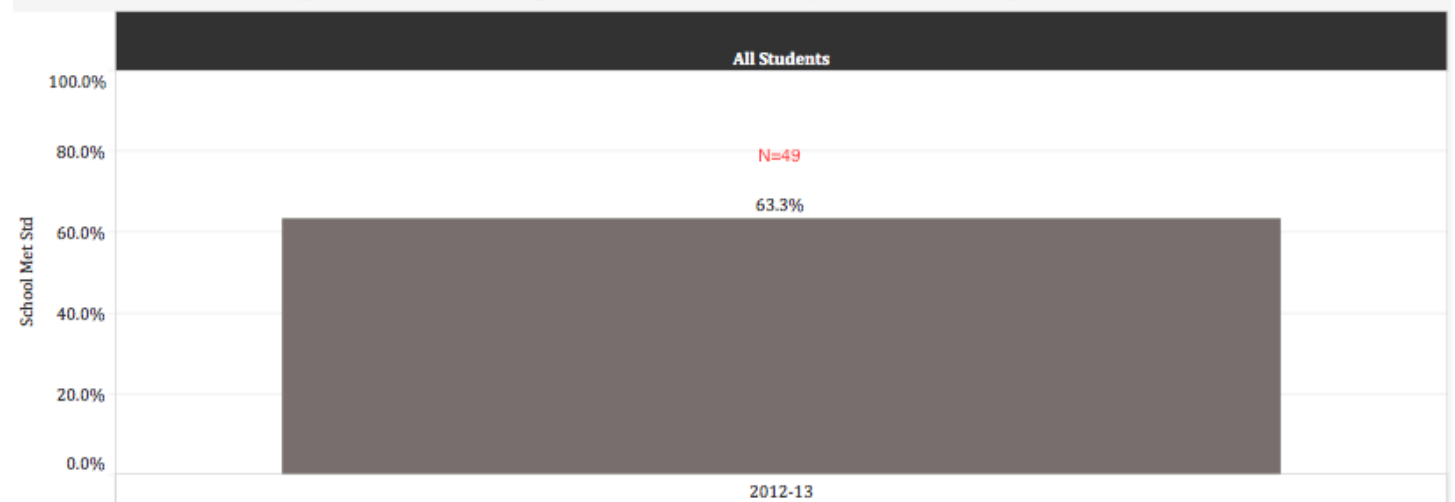
West Auburn Senior High School - EOC-Algebra - 10th Grade - by Student Group



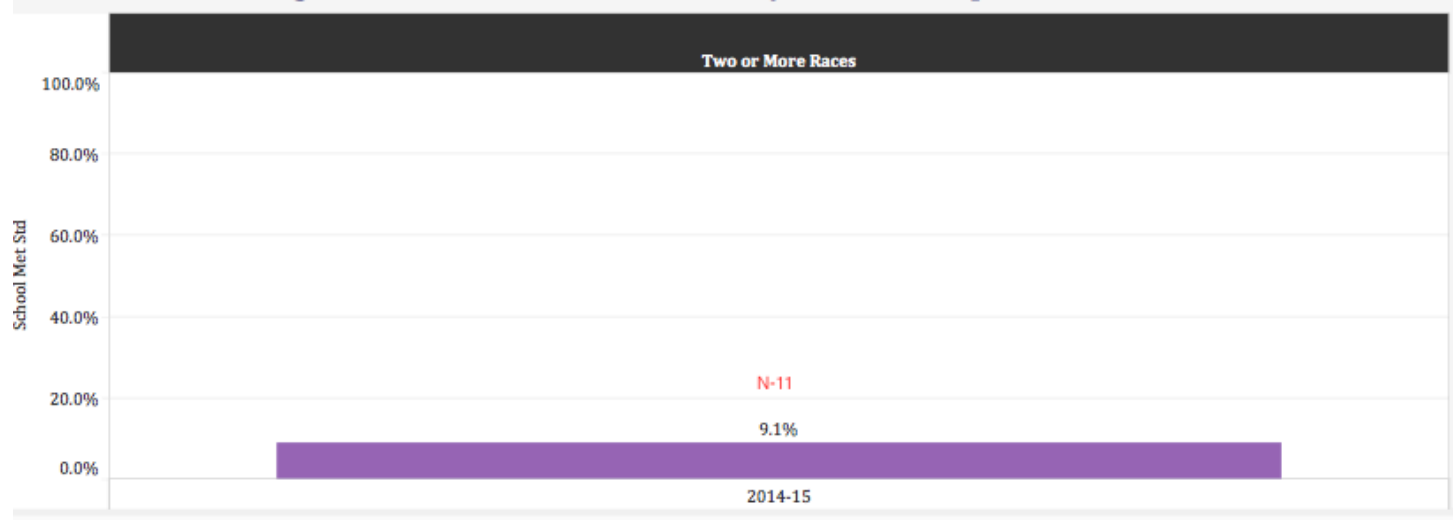
West Auburn Senior High School - EOC-Algebra - 11th Grade - by Student Group



West Auburn Senior High School - EOC-Algebra - 12th Grade - by Student Group



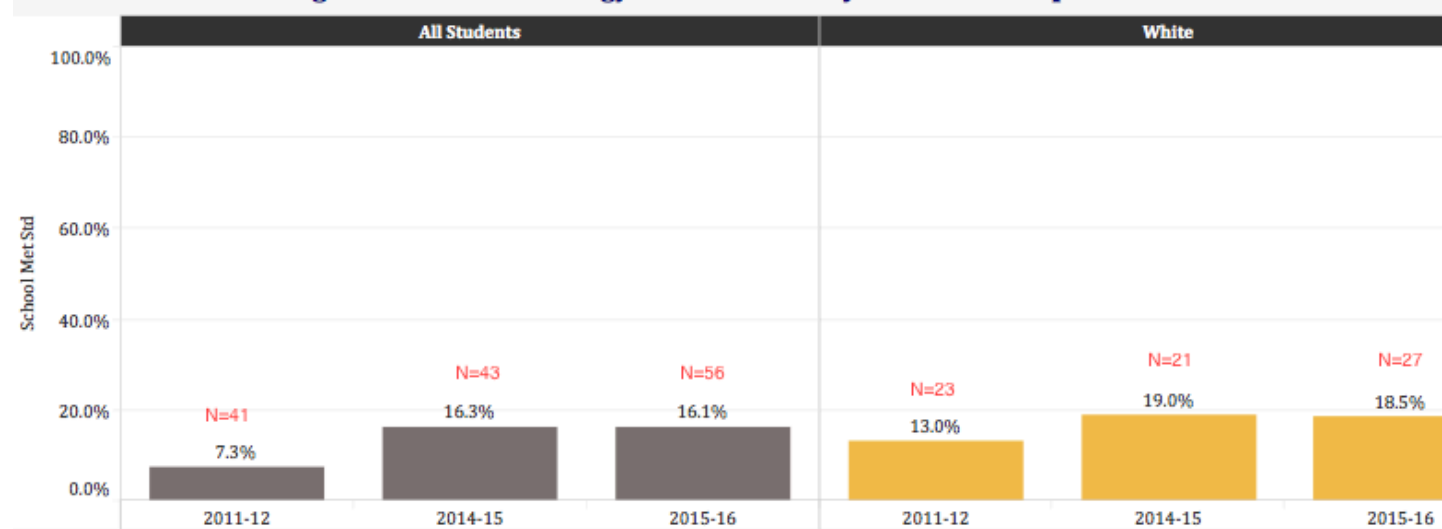
West Auburn Senior High School - SBA-Math - 11th Grade - by Student Group



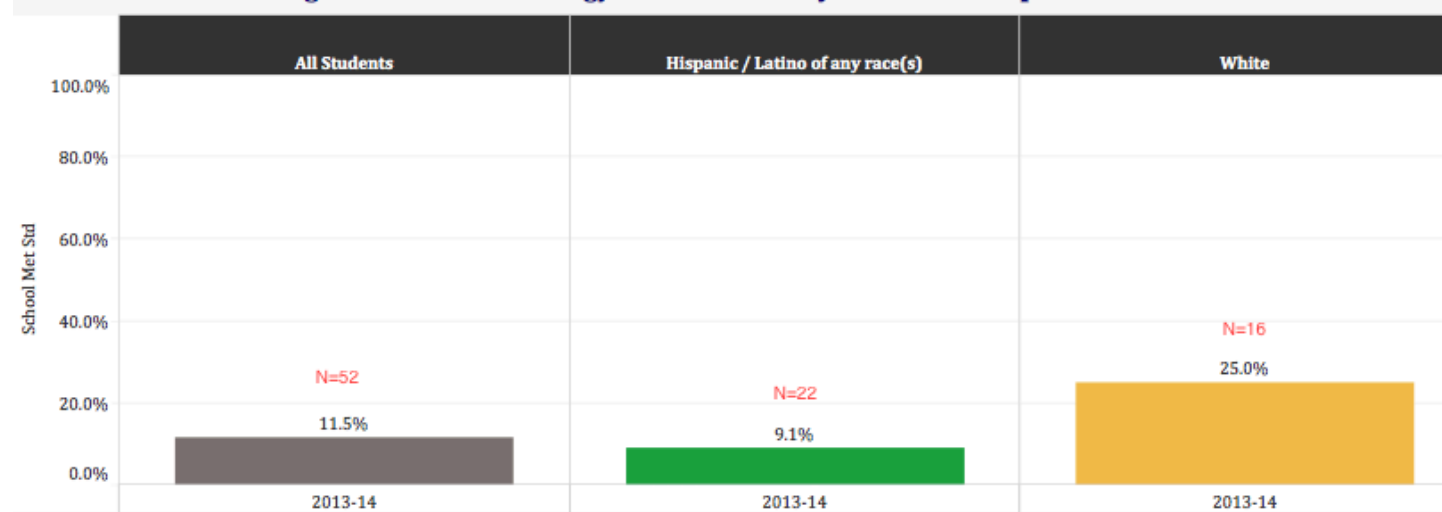
MSP Science/EOC Biology

Staff reviewed Biology data for the years 2012-2016 (2012-14 HSPE/ 2014-2016 SBA) for all students. Data for ethnic subgroups was suppressed except for white students. Students meeting standard went from 7% in 2012 to 16% in 2016. N size in 2012 was 41 and 2016 was 56.

West Auburn Senior High School - EOC-Biology - 10th Grade - by Student Group



West Auburn Senior High School - EOC-Biology - 11th Grade - by Student Group



F Data, Honors/AP Enrollment, Credit Attainment

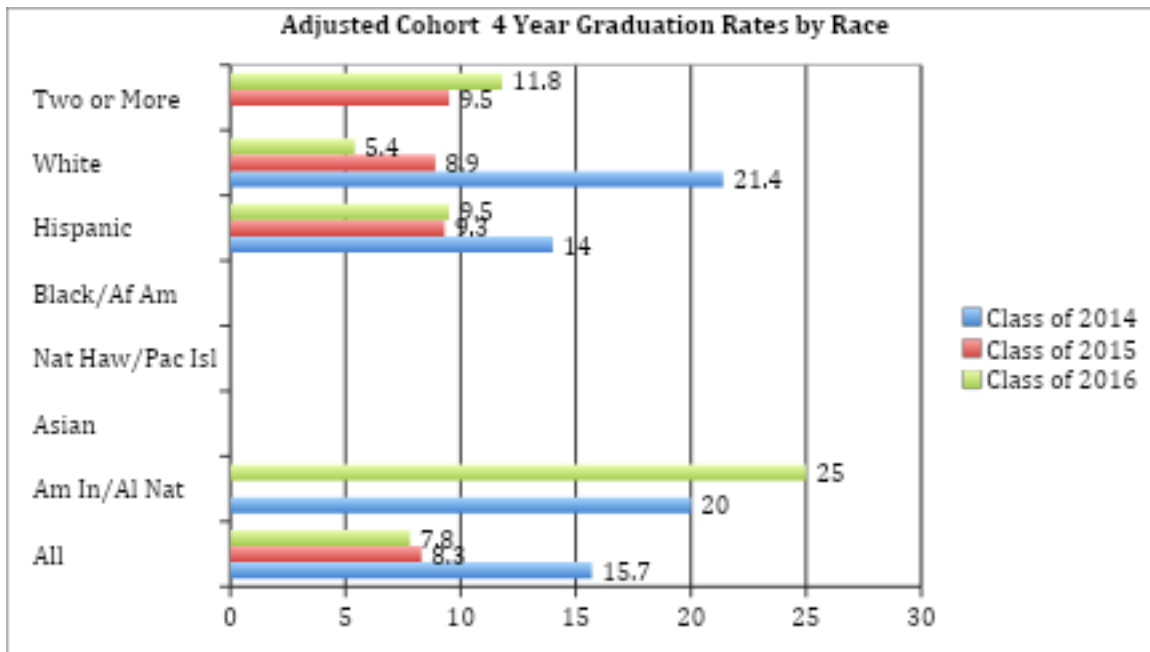
Credit attainment for 2015-2016 9th Grade Academy: of the 11 students who attended all year, 74% of the total possible credits were earned (2 students earned 6, 8 students earned 5 or more).

Graduation Rate

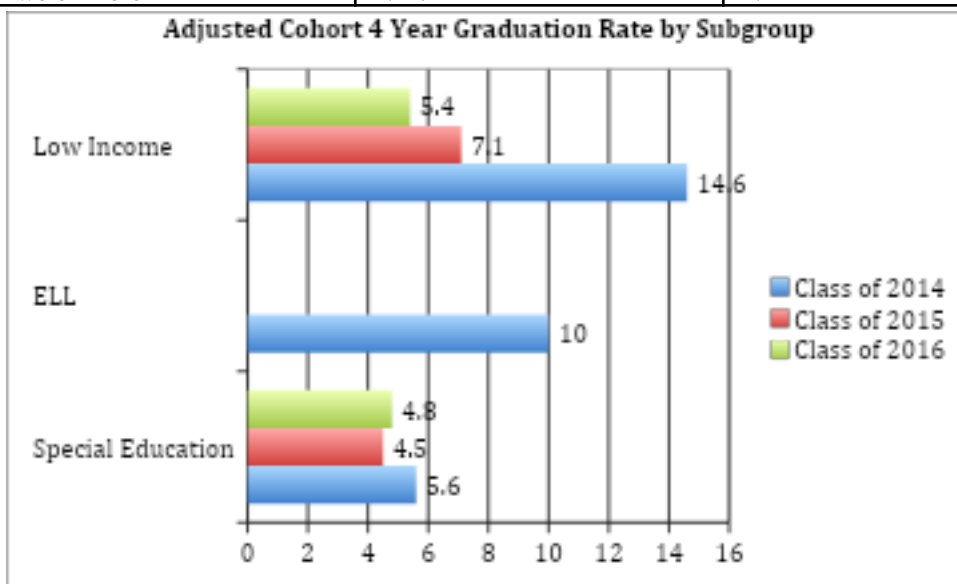
Grad rate disaggregated by ethnicity, for the three largest ethnic subgroups (white, Hispanic, and black/ African American) there is no disparity between graduation rate and percent of enrollment.

SIP Template

On time graduation rate was 8% in 2012 and 8% in 2015 with a spike to 16% 2014. Extended graduation rate increased from 19% in 2012 to 23% in 2015.



Numbers of Students	2016	2015	2014
All (Graduates/Adj Cohort)	10 / 129	11 / 133	19 / 121
Am In/Al Nat	1 / 4	0 / 2	1 / 5
Asian	0 / 2	0 / 4	0 / 4
Nat Haw/Pac Isl	0 / 3	0 / 1	0 / 2
Black / Af Am	0 / 5	0 / 6	0 / 4
Hispanic	4 / 42	4 / 43	6 / 43
White	3 / 56	5 / 56	12 / 56
Two or More	2 / 17	2 / 21	0 / 7

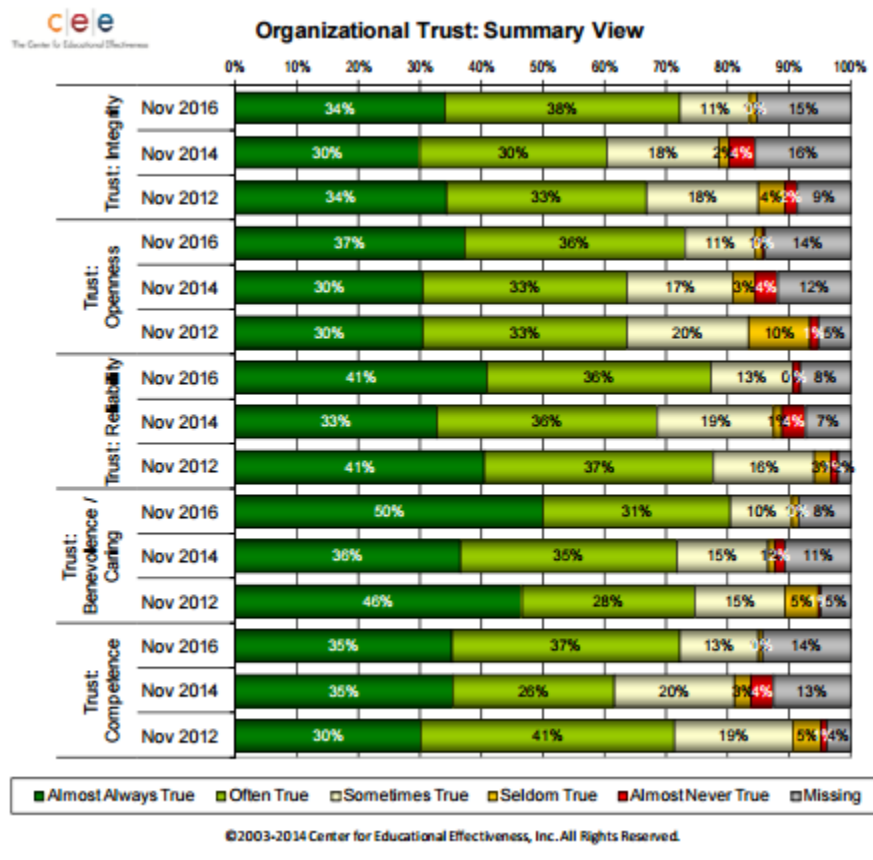


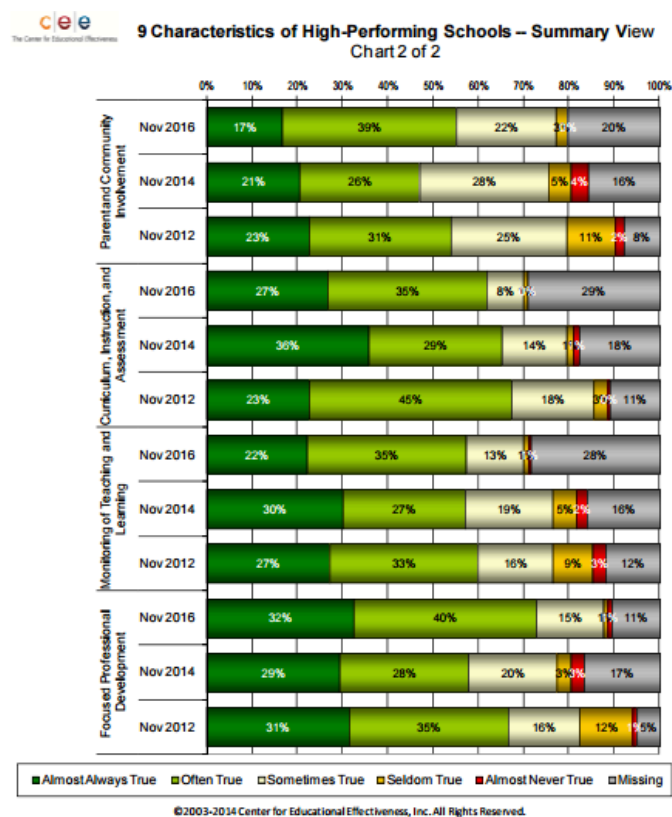
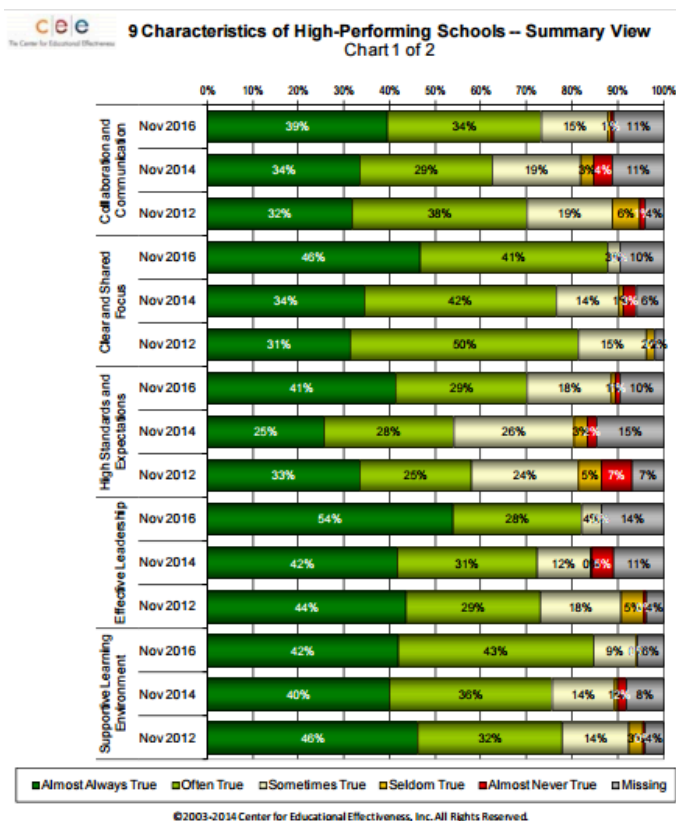
Numbers of Students	2016	2015	2014
Special Education	1 / 21	1 / 22	1 / 18
ELL	0 / 12	0 / 14	1 / 10
Low Income	6 / 111	8 / 112	14 / 96

Data Analysis- CEE/EES Perceptual Survey

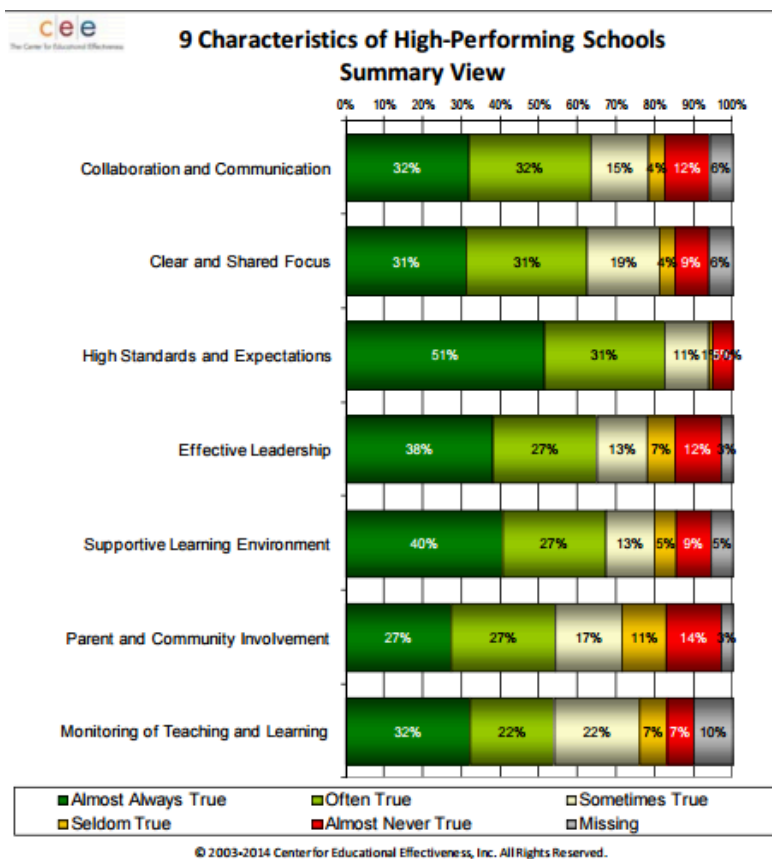
In reviewing the CEE perceptual data, there were 19 staff (up from 17 in the previous two survey administrations) that rated the school higher than any other year in the past three surveys in 7 of the 11 areas, tied for the highest in 3 areas. When comparing WAHS staff perception to High Improving Schools the staff rated WAHS clearly above in all areas. When compared to High Performing Schools they rated WAHS significantly above in 10 of the 11 areas as the same in final area. There were no parent survey responses this year. The student survey had 20 respondents and they felt more positive than High Improving Schools in all 7 areas.

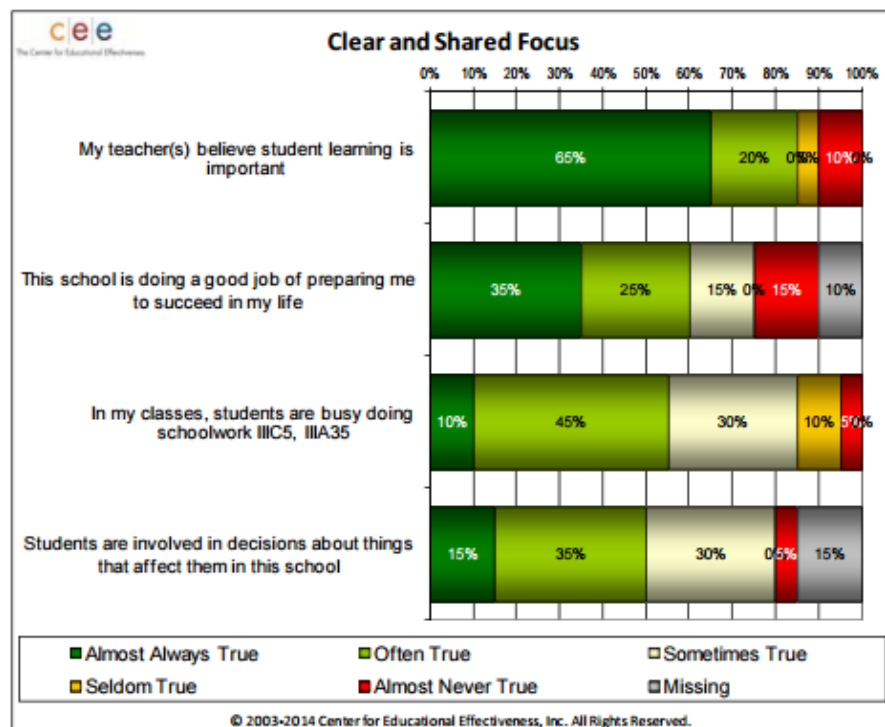
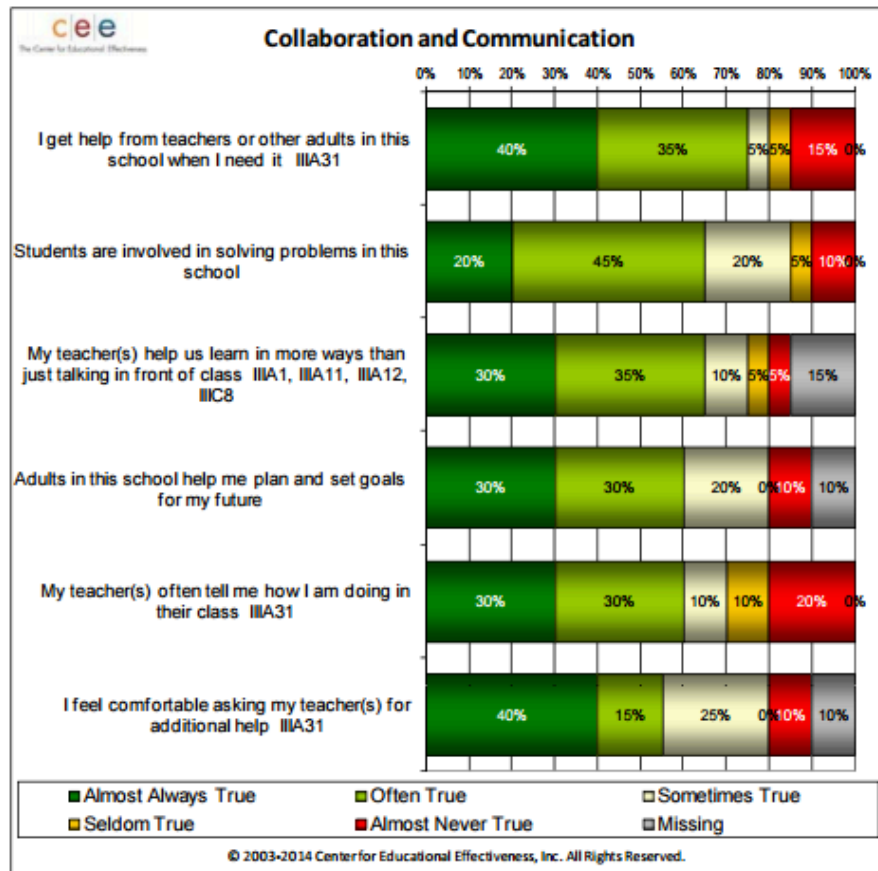
Staff Survey Results





Student Survey Results





Parent Engagement – SWT #2/LAP

West Auburn hosted open house on October 5th, 2016 in addition to inviting parents to Student Led Conferences twice over the course of the school year. Our main communication tool has been Skyward phone calls, Peachjar, and individual calls from teacher, the dean of students, and administration.

Student Transitions – SWT #2 and #3/LAP

West Auburn currently runs a 9th grade academy in which all incoming students in 9th grade work towards attaining credits for Algebra, LA 9, and a 1.0 Social Studies. We are currently investigating expanding this program to include Health and Science.

Assessment Decisions – SWT #3/LAP

The staff agreed to and was supported by the Auburn School District to test all students at West Auburn using the MAP assessment. When scheduling student MAP assessments, the certificated staff at West Auburn come together to determine the best method to complete the assessments in relation to scheduling using the building decision making model. Our building technology coordinator and our TITLE I coordinator take the lead in coordinating the MAP assessment. The building follows the district calendar for the fall, winter, and spring (9th grade only) MAP assessment administration.

All staff review data at our designated staff meetings, BLT meetings, and PLC meetings. Through the course of this 3 year plan, we will increase effective use of student data within teams to make instructional decisions and achieve better outcomes for students i.e. credit attainment.

Effective, Timely Assistance – SWT #3/LAP

WAHS students who are struggling academically, often times fall behind due to outside circumstances that are out of their control. We focus on the individual as a whole, and work with our students with not only academic struggles but also family and life struggles in general. WAHS uses a variety of Mental Health agencies in the area to assist with meeting our student's needs. During the first year of the plan we will utilize TITLE I funds to contract with a mental health agency and have a full time mental health/drug therapist on site. In addition, all discipline that does not involve student safety is enforced through In School Suspension. During ISS students are expected to catch up on course work from their current classes to help support their success and increase credit attainment. The counselor at WAHS actively refers homeless students for the McKinney-Vento act, and resources are continually being searched out for our students in need. Our class sizes are between 7-18, teachers differentiate the learning to meet the needs of the individuals on a regular basis. WAHS is an alternative school, and has current programs that follow OSPI's guidelines around alternative education. Within these programs we can offer alternative settings and schedules to best fit the needs of our students lives outside of the walls of the schoolhouse. New at WAHS for the 2017-2018 school year will be an alternative schedule that offers students the flexibility to attend T/TH, W/F, only mornings, or only afternoons.

Prioritized Challenges

Reading pass rates have dropped dramatically from 2012-13 to 2015-16, from 42.6% to 8.9%.

SIP Template

Writing pass rates have dropped dramatically from 2012-13 to 2015-16, from 31.7% to 8.9%.

In 14-15 11.6% passed reading on SBA, and in 15-16 only 8.9% passed SBA

In 12-13 31.17% passed writing HSPE, in 15-16 passed SBA writing at 11.6%

Pass rates for the Algebra EOC increased from 2012-13 to 2015-16, from 6.1% to 11.8%.

Pass rates for the Biology EOC have decreased from 2014-15 to 2015-16 from 20% to 9.1%.

Grad rate of white students increased steadily from 2011-12 (56%) to 2013-14 (86%). These data dropped over the next two years to 41% in 2015-16.

The group with the lowest attendance rates are American Indian/Alaska Native; 9th graders of this population attended 29% of the time in 2015-16.

Suspension: In 2015-2016, the African American population was 7% enrollment and 15% suspension rate.

SMART Goal 1:

Semester credit attainment in the areas of Language Arts and Social Studies, will increase from 53% of the 2015-2016 school year to 75% for the 2019-2020 school year.

SMART Goal 2:

Semester credit attainment in the areas of Math and Science will increase from 44% of the 2015-2016 school year to 75% for the 2019-2020 school year.

SMART Goal 3:

On time graduation rate will increase from 8% in 2015 to at least 25% in 2020 and extended graduation rate will increase from 23% in 2015 to 50% in 2020.

Data Connections

Summarize Student ELA Achievement using multiple data sources

Given the special population that makes up West Auburn High School, the different data sources we analyzed did not reveal any significant trends across data sets for any particular group of students.

Summarize Student Math Achievement using multiple data sources

Given the special population that makes up West Auburn High School, the different data sources we analyzed did not reveal any significant trends across data sets for any particular group of students.

SMART Goal 1			
Subject Area: Literacy			
Our Reality: <i>(based on assessment data analysis)</i>	Reading pass rates have dropped dramatically from 2012-13 to 2015-16, from 42.6% to 8.9%. Writing pass rates have dropped dramatically from 2012-13 to 2015-16, from 31.7% to 8.9%.		
Our SMART Goal: <i>(based on target population and your reality)</i>	<i>Semester credit attainment in the areas of Language Arts and Social Studies, will increase from 53% in the 2015-2016 school year to 75% for the 2019-2020 school year.</i>		
Action Plan			
Action Step SWT #2 and #3/LAP	Teachers will clearly communicate learning targets		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

<i>August</i> <i>Launch expectations for all staff regarding LT's</i>		Admin. ELA/Science department	August LID days
<i>September-Mid-November</i> <i>LT's align with standards and clearly communicated to students</i>	Principal will gather data on "learning walks" and communicate with staff monthly. Analysis of 1 st quarter grade data	Admin.	Waiver day morning PD follow up on progress
<i>Mid-November- January</i> <i>LT's align with standards and clearly communicated to students</i> <i>Students can clearly communicate what they are learning.</i>	Principal will gather data on "learning walks" and communicate with staff monthly. 1 st semester grades and credit attainment	Admin.	
<i>February-April</i> <i>LT's are referenced throughout the lesson and explicitly connected to the student work.</i> <i>Frequent checks for student understanding</i>	Principal will gather data on "learning walks" and communicate with staff monthly. Analysis of 3 rd quarter grade data	Admin.	Waiver day Follow up data for 1 st semester, Launch 2 nd semester expectations (possible 90 minutes TITLE 1 funding)
<i>April-June</i> <i>Teachers will engage students in self-assessment towards LT's.</i> <i>Review and reflect for planning of 2018-2019.</i>	Principal will gather data on "learning walks" and communicate with staff monthly. 2 nd semester grades and credit attainment (August, 2018)	Admin.	Waiver day June review, reflect, and rebuild the plan for 2018-2019. (possible 90 minutes TITLE 1 funding)
Action Step SWT #2 and #3/LAP	Focus on Principle 6 of Culturally Responsive Classrooms		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> <i>Launch Collective understanding of Principle 6, classroom is managed with firm, consistent, caring control.</i> <i>Creating routines and norms that support student learning.</i>		Cohort 1	August LID days

<i>September-Mid-November</i> <i>The classroom norms and routines that support learning are evident. Classroom interactions show an environment of mutual respect, teacher-student and student-student.</i>	Communication with staff of discipline referral and suspension data.	Administration and cohort 1	Waiver day morning PD follow up on progress
<i>Mid-November- January</i> <i>Classroom disruptions are handled by having personal conversations about the cause of behaviors, and how it affects the learning environment.</i>	Communication with staff of discipline referral and suspension data.	Administration and cohort 1	
<i>February-April</i> <i>Classroom disruptions are handled by giving students the opportunity to make better choices.</i>	Communication with staff of discipline referral and suspension data.	Administration and both cohort 1/2	Waiver day Follow up data for 1 st semester, Launch 2 nd semester expectations (possible 90 minutes TITLE 1 funding)
<i>April-June</i> <i>Review and reflect for planning of 2018-2019.</i>	Communication with staff of discipline referral and suspension data.	Administration and both cohort 1/2	Waiver day June review, reflect, and rebuild the plan for 2018-2019. (possible 90 minutes TITLE 1 funding)
Alignment to District Improvement:			

SMART Goal 2	
Subject Area: Math	
Our Reality: <i>(based on assessment data analysis)</i>	Pass rates for the Algebra EOC increased from 2012-13 to 2015-16, from 6.1% to 11.8%. Pass rates for the Biology EOC have decreased from 2014-15 to 2015-16 from 20% to 9.1%.

Our SMART Goal: <i>(based on target population and your reality)</i>	Semester credit attainment in the areas of Math and Science will increase from 44% in the 2015-2016 school year to 75% for the 2019-2020 school year.		
Action Plan			
Action Step SWT #2 and #3/LAP	Teachers will clearly communicate learning targets		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Launch expectations for all staff regarding LT's		Admin. ELA/Science department	August LID days
September-Mid-November LT's align with standards and clearly communicated to students	Principal will gather data on "learning walks" and communicate with staff monthly. Analysis of 1 st quarter grade data	Admin.	Waiver day morning PD follow up on progress
Mid-November- January LT's align with standards and clearly communicated to students Students can clearly communicate what they are learning.	Principal will gather data on "learning walks" and communicate with staff monthly. 1 st semester grades and credit attainment	Admin.	
February-April LT's are referenced without the lesson and explicitly connected to the student work. Frequent checks for student understanding	Principal will gather data on "learning walks" and communicate with staff monthly. Analysis of 3 rd quarter grade data	Admin.	Waiver day Follow up data for 1 st semester, Launch 2 nd semester expectations (possible 90 minutes TITLE 1 funding)
April-June Teachers will engage students in self-assessment towards LT's. Review and reflect for planning of 2018-2019.	Principal will gather data on "learning walks" and communicate with staff monthly. 2 nd semester grades and credit attainment (August, 2018)	Admin.	Waiver day June review, reflect, and rebuild the plan for 2018-2019. (possible 90 minutes TITLE 1 funding)
Action Step SWT #2 and #3/LAP	Focus on Principle 6 of Culturally Responsive Classrooms		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

SIP Template

<p><i>August</i> <i>Launch Collective understanding of Principle 6, classroom is managed with firm, consistent, caring control.</i></p> <p><i>Creating routines and norms that support student learning.</i></p>		Cohort 1	August LID days
<p><i>September-Mid-November</i> <i>The classroom norms and routines that support learning are evident. Classroom interactions show an environment of mutual respect, teacher-student and student-student.</i></p>	Communication with staff of discipline referral and suspension data.	Administration and cohort 1	Waiver day morning PD follow up on progress
<p><i>Mid-November- January</i> <i>Classroom disruptions are handled by having personal conversations about the cause of behaviors, and how it affects the learning environment.</i></p>	Communication with staff of discipline referral and suspension data.	Administration and cohort 1	Review discipline data during a staff meeting.
<p><i>February-April</i> <i>Classroom disruptions are handled by giving students the opportunity to make better choices.</i></p>	Communication with staff of discipline referral and suspension data.	Administration and both cohort 1/2	<p>Waiver day</p> <p>Follow up data for 1st semester, Launch 2nd semester expectations (possible 90 minutes TITLE 1 funding)</p>
<p><i>April-June</i> <i>Review and reflect for planning of 2018-2019.</i></p>	Communication with staff of discipline referral and suspension data.	Administration and both cohort 1/2	<p>Waiver day</p> <p>June review, reflect, and rebuild the plan for 2018-2019. (possible 90 minutes TITLE 1 funding)</p>
Alignment to District Improvement:			

SMART Goal 3

This goal supports the development of a learning environment where race, class, ethnicity, or other personal characteristics will cease to be a determining factor in the success of any student, closes gaps, and raises achievement for all students.			
Subject Area: Graduation Rate			
Our Reality: <i>(based on assessment data analysis)</i>	Grad rate of white students increased steadily from 2011-12 (56%) to 2013-14 (86%). These data dropped over the next two years to 41% in 2015-16.		
	The group with the lowest attendance rates are American Indian/Alaska Native; 9th graders of this population attended 29% of the time in 2015-16.		
	Suspension: In 2015-2016, the African American population was 7% enrollment and 15% suspension rate.		
Our SMART Goal: <i>(based on target population and your reality)</i>	On time graduation rate will increase from 8% in 2015 to at least 25% in 2020 and extended graduation rate will increase from 23% in 2015 to 50% in 2020.		
Action Plan			
Action Step SWT #2 and #3/LAP	Increase Parent Communication		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Launch Collective understanding of our parent communication plan.		Administration and Counseling Department	LID days
September-Mid-November Parent Contact for Open House Parent survey Parent Contact for Grading Periods	Q1 Grades\ Survey results	Administration and Counseling Department	Waiver Day
Mid-November- January Parent Contact for Conferences Parent Contact for S1 Grades	S1 Grades and credit attainment	Administration and Counseling Department	Paid for by bldg. 28 hours
February-April Parent Contact for Conferences Parent survey Parent Contact for Grading Periods	Q3 Grades	Administration and Counseling Department	Waiver Day Paid for by bldg. 28 hours

<i>April-June</i> <i>Parent Contact for S2 Grades</i> <i>Review and reflect, plan for 2018-2019</i>		S2 Grades and credit attainment. Review parent survey results	Administration and Counseling Department	Waiver Day Senior Fail List
Action Step SWT #2 and #3/LAP		Focus on Principle 6 of Culturally Responsive Classrooms		
Evidence of Implementation		Evidence of Impact	Leadership Responsibility	PD
<i>August</i> <i>Launch Collective understanding of Principle 6, classroom is managed with firm, consistent, caring control.</i> <i>Creating routines and norms that support student learning.</i>			Cohort 1	August LID days
<i>September-Mid-November</i> <i>The classroom norms and routines that support learning are evident. Classroom interactions show an environment of mutual respect, teacher-student and student-student.</i>		Communication with staff of discipline referral and suspension data.	Administration and cohort 1	Waiver day morning PD follow up on progress
<i>Mid-November- January</i> <i>. Classroom disruptions are handled by having personal conversations about the cause of behaviors, and how it affects the learning environment.</i>		Communication with staff of discipline referral and suspension data.	Administration and cohort 1	Review discipline data during a staff meeting.
<i>February-April</i> <i>Classroom disruptions are handled by giving students the opportunity to make better choices.</i>		Communication with staff of discipline referral and suspension data.	Administration and both cohort 1/2	Waiver day Follow up data for 1 st semester, Launch 2 nd semester expectations (possible 90 minutes TITLE 1 funding)
<i>April-June</i> <i>Review and reflect for planning of 2018-2019.</i>		Communication with staff of discipline referral and suspension data.	Administration and both cohort 1/2	Waiver day June review, reflect, and rebuild the plan for 2018-2019. (possible 90 minutes TITLE 1 funding)

Alignment to District Improvement:

Planning and Implementation Calendar – SWT #2 and #3/LAP

Planning and Implementation Calendar for 2017 - 18

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title extra hours
August	14 Building Hours PD Goals 1-3 4 Peer Observation Hours to be completed throughout the year				
September					
October	CRT Principal 6 PD and climate review 2 hour			3 Hours SIP/PD LT's	
November	4 Building Hours, Parent Contact/Conferences Goal 3	SIP data review			
December		Review discipline data during a staff meeting			
January	Climate Review 1 hour				
February	Review discipline review credit attainment, check in on CRT Principal 6 2 hours				Follow up data for 1 st semester, Launch 2 nd semester expectations (possible 90 minutes TITLE 1 funding)

SIP Template

March	4 Building Hours, Parent Contact/Conferences Goal 3	SIP data review		3 Hours SIP/PD LT's	
April					
May	Climate Review 1 hour	Review discipline data during a staff meeting.		3 Hours SIP/PD LT's	
June	Graduation – 3 hours	SIP data review, revise			June review, reflect, and rebuild the plan for 2018-2019. (possible 90 minutes TITLE 1 funding)

Budget – SWT- #4/LAP

Insert Budget Page here.

