High School
2019-20 School Improvement Plan

Goal:	By the end of the 2019-20 school year, 60% of SHS students will complete at least one authentic learning project that incorporates elements of the seven strategies of assessment for learning.

What is our Current Reality?	What will this look like when we are done? Vision of Completion
SHS is starting its second year in the academy model. The first year was very successful. Academy teaming, identity and culture were an area of emphasis in our first year. As part of the Academy Master Plan, authentic learning experiences are a pillar of the academy model and will be an area of emphasis this year. As we develop our units of authentic instruction, staff will learn about assessment for learning through staff development. This learning will be embedded around authentic instruction.	Academy flavor and flare will be incorporated across academies. There will be greater clarity around academy brand and identity. Through authentic learning experiences, students will see the relevance between what is happening in the classroom and the "real" world. This should produce higher levels of engagement that should result in higher attendance rates and decreased failure rates.

How are we going to measure our progress on this goal? (Measures of Progress)

Teachers will work in academy teams. Develop measures of accountability with Teaching and Learning.

Teachers set goals and share with academy principal.

How are we going to get this done? (Action Steps)

School Year	Action Steps	Who?	When?
2019-2020	Authentic instruction will be incorporated into teacher duty time allowing teachers time within the school day to develop units of authentic instruction.	Teachers, Administration, Teaching and Learning	Weekly during teacher duty time
	Learning around the Seven Strategies of Assessment for Learning will take place during district staff development.	Teachers, Teaching and Learning	District staff development and weekly
2020-2021	Continue to incorporate the development of authentic instruction during teacher duty time that will result in 80% of students completing at least one authentic learning project by the end of the school year.	Teachers, Teaching and Learning	Weekly during teacher duty time

Goal:	By the end of the 2019-20 school year, we will increase attendance in our black, 2 or more, Hispanic, EL, and SPED student groups by 10% and increase attendance in our white and Asian student groups by 5%.

What is our Current Reality?	What will this look like when we are done? Vision of Completion
Student Group **Average Absences per student in 2018-19** American Indian 19.92 Asian 6.52 Black 12.78 Hispanic 17.11 Native Hawaiin/PI 5.37 Two or More Races 15.58 White 9.32	Consistent processes for monitoring student attendance are in place. Students engaged in academy. Successful implementation of Saber PRIDE incentives.

How are we going to measure our progress on this goal? (Measures of Progress)

With the transition to the block schedule, we are now on quarters. We will measure attendance rates at the end of each quarter.

Measure effectiveness of Saber PRIDE

Measure effectiveness of school wide interventions including consistency and follow-up by teachers and administrators

How are we going to get this done? (Action Steps)

School Year	Action Steps	Who?	When?
2019-2020	Improve systems for tracking student attendance	Deans, Academy Principals, Teachers	Daily
	Develop more robust systems of intervention for poor attendance	Deans, Academy Principals, Academy Teams	Weekly
	Create greater positive incentives for high and improving attendance (Saber PRIDE)	Deans, Academy Teams	Weekly

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☐	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, **OR** set a locally determined measure & goal. ☐	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, **OR** set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☑
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Centrury*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Growth (ESSA)	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☐	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition matrix is used to calculate results. ☐	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

Why this focus area? (How does your needs assessment lead to this conclusion?) Root Cause Analysis completed?

☑ Root Cause Analysis complete?

note - root cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control.

Reading: Low standardized test scores (at or below state average)
Math: Low standardized test scores (at or below state average)
Graduation: Low graduation rates for SPED and EL, high failure rates in core contents
English Language Proficiency: Low graduation rates, inadequate programming for newcomer and SLIFE students, lack or current educational best practice in EL model of service and general classroom instruction for EL learners
Attendance: Attendance rates for EL and SPED students are below the general student population
Other: Concerns around a lack of shared responsibility and accountability for EL and SPED students. Need to build the culture that students are a shared responsiblity among all teachers.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): The failure rate for EL and SPED students will go from 21.36% (SPED) and 24.47% (EL) to 11.36% (SPED) and 14.47% (EL) respectively in our core content areas by the year 2022 through school professional development strategies when working with SPED and EL populations. This work will be continuous through the 2022 school year and beyond until there's no significant discrepancy in failure rates.

Current Reality (baseline) Current failure rate for SPED: 21.36%
Current failure rate for EL: 24.47%

What interim or formative measures can track progress?

Item 1 (item - measure)

Addition of student dean support and school-wide systems for timely attendance intervention.

Item 2

Check and Connect implementation starting in the 9th grade.

Item 3

Develop a more comprehensive credit recovery program at the high school. There will be special considerations for SPED and EL students.

Item 4

Development of consistent grading practices and learning around assessment for learning strategies.

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

[Action Planning Form]

Quarter 1
☑ item 1
☑ item 2
☐ item 3

Quarter 2
☑ item 1
☑ item 2
☐ item 3

Quarter 3
☑ item 1
☐ item 2
☑ item 3

Quarter 4
☑ item 1
☐ item 2
☑ item 3