

# Avanti High School School Improvement Plan 2016 - 2017

<b>Enrollment</b>	147
<b>Free/Reduced Lunch</b>	29.9%
<b>Special Services</b>	10.9
<b>English Language Learners</b>	0.00
<b>On Time Graduation Rate</b>	63.9%
<b>Graduation Rate-(Adjusted 5-year Cohort)</b>	90.5%
<b>Suspensions</b>	2

## WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:

<p>As accountability shifts from 10th to 11th grade, and graduation requirements shift from HSPE to Smarter Balanced, graphs are not available for 2015-16 in High School English Language Arts and Mathematics.</p>	<p>As accountability shifts from 10th to 11th grade, and graduation requirements shift from HSPE to Smarter Balanced, graphs are not available for 2015-16 in High School English Language Arts and Mathematics.</p>	<p><b>EOC Biology</b></p> <table border="1"> <caption>EOC Biology Data</caption> <thead> <tr> <th>Year</th> <th>Percent Meeting Standard</th> </tr> </thead> <tbody> <tr> <td>2013-14 EOC Biology</td> <td>~90%</td> </tr> <tr> <td>2014-15 EOC Biology</td> <td>~95%</td> </tr> <tr> <td>2015-16 EOC Biology</td> <td>~80%</td> </tr> </tbody> </table>	Year	Percent Meeting Standard	2013-14 EOC Biology	~90%	2014-15 EOC Biology	~95%	2015-16 EOC Biology	~80%
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## **C**ommunication Goal:

By June 2017 Avanti High School will develop an updated mission and vision statement that best reflects the strategic plan for the next five years. The revisions will be communicated throughout the district and community utilizing print and digital media.

By June 2017 Avanti High School will edit, revise and update the Avanti webpage to reflect changes to the school's mission and vision, school schedule, current photos of activities, emergency procedures, calendar and other important information regarding Avanti.

Avanti will collaborate with the district's communications office to devise an updated school brochure that highlights the strengths and themes of the Avanti program while communicating the school's mission and vision for the next five years.

The Avanti staff will report student progress to Skyward at the end of each month using a common assessment rubric to determine academic progress along a continuum of: "O" for outstanding; "S" for satisfactory; "E" for emerging; and "U" for unsatisfactory. Students will be provided with a written progress report after three weeks into a class and two weeks prior to the end of a class, and/or upon request.

By June 2017 the Avanti's Parent Group will create, maintain, and sustain a "Community Newsletter" with the intention of using the document to communicate important school events, news, highlight achievements, and seek financial support for staff initiatives, school projects, and other school related experiences. It will also be used as a mechanism to invite all families to participate in the school community.

# Achievement Goals:

## ELA:

- In September 2016, all new students to Avanti will be assessed for reading comprehension using an Scholastic Reading Inventory (SRI) in order to establish targeted interventions for the year.
- By November 2016, all students identified as at-risk (below grade level) will be targeted for interventions in Reading using LAP support.
- By January 2017, all teachers will utilize information collected from a variety of assessment tools for a building-wide database in order to determine specific targeted interventions for all students in Writing using a six-trait writing model.
- By May 2017, all students will be assessed using the Scholastic Reading Inventory (SRI) to establish lexile score and measure growth from previous year.
- By June 2017, all 11th grade students required to take the Smarter Balanced ELA exam will pass.
- By June 2017, the percentage of 10th grade students taking the Smarter Balanced ELA exam will increase by 5%.
- Avanti staff will continue to require Writing as an expectation for all students in all subjects and utilize a six-trait writing model for assessment.

### ELA SPED

Students will access high interest grade level reading materials, and staff will teach utilizing differentiated instruction. Students will use a graphic organizer that meets their learning style to develop a writing style

### ELA POVERTY

Students that cannot afford required materials will be provided with them at no cost. If the student does not have access to a home computer and internet, special arrangements will be made to accommodate the individual student's needs at school

## MATH:

- By June 2017, the 11th & 12th grade students will increase the percentage of the students that have met the state graduation-required math assessment by 5%.
- During the 2016-2017 school year, the Math department will incorporate MVP (Mathematics Vision Project) activities into the Geometry and Algebra 2 curriculum.

### MATH SPED

Divide students into groups by ability and provide small group instruction

### MATH POVERTY

Students that cannot afford required materials will be provided to them at no cost

## SCIENCE:

- By January 2017, the Science department offerings in the master schedule will be adjusted to reflect the changes to the Science graduation requirements as per OSPI. Department will continue to increase student experiential education opportunities, such as the Envirothon.
- By June 2017, the Science department will expand Experiential Education opportunities with an environmental focus, in line with NGSS and Common Core standards that increase student engagement and interest in Science.

### SCIENCE SPED

By June 2017, the Science department will increase field experiences and provide additional resources for differentiation of curriculum to meet the needs of diverse learners.

### SCIENCE POVERTY

Students that cannot afford required materials will be provided to them at no cost

## Professional Growth Goal:

By June 20, 2017 the Avanti staff will use professional development and collaboration time to develop and refine competencies in:

- Cultural Competency training
- TPEP process using a PLC model
- Communication Skills Building
- Managing Stress/Teaching Resiliency
- Mindfulness training
- Emotional Intelligence training
- Brain Development II
- Brain-Based Learning
- Drug Recognition and Awareness Training
- Strategic Planning
- Teaching/assessment strategies for the kinesthetic learner
- Google Classroom
- Tracking Student Progress (Gradebook Training)
- Google Documents
- Google Apps for Education
- Timberland Regional Library Database (How to use...)

## Safety Goal:

- Revise the emergency procedures to incorporate protocols for the new Robotics laboratory
- Familiarize all staff with both level 1 and level 2 emergency response procedures
- Revisit the importance of all staff displaying identification badges in the event of an emergency requiring the police as first responders
- Revisit the importance of all classroom doors remaining locked during school hours, and utilizing the safety door latches previously installed by the district
- Securing all perimeter doors, with the exception of the Knox front entrance, at all times
- Practicing all required emergency drills, once a month, throughout the school year
- Staff will refine the Shelter-in-Place procedures utilizing student (ASB) leaders during the emergency drill while incorporating the new Robotics Lab space into the procedures

## PBIS:

Avanti High School utilizes the Habits of Mind and Heart as a school-wide positive behavior reinforcement system. While the Habits of Mind primarily focus on the development of a set of critical and creative “thinking skills,” the Habits of Heart are a collection of emotional dispositions designed to help students develop their social-emotional intelligence. Habits of Heart help students care for, identify with, and honor others, and respect the emotions and rights of others and how they see the world. In fostering the Habits of Heart within the overall structure of the school we are intentionally helping students develop an ability, capacity, or skill to perceive, assess, and manage one’s own emotions and those of other individuals and groups. As a result of our collective efforts students learn to be critical and creative independent thinkers and emotionally self-regulating.

The collection of these Habits and Mind and Heart are more commonly referred to as the “Avanti Habits.” They consist of: *Critical thinking; [making] Connections; Communication; Inspiration; [striving for] Quality; Reflection; Resiliency; Compassion; Mindfulness; Integrity; [taking] Responsibility; Creativity; [finding] Joy.*

The Avanti Habits are reinforced school-wide; within the school policies, procedures, and common practices; within the curriculum and classroom expectations; and is reflected within instructional and assessment practices. The Avanti Habits are displayed in each learning space and in the halls as a constant reminder of our community values and expectations.

The Avanti staff meet on the last Friday of every month to share data, discuss, problem solve, and devise interventions for all students that are struggling to meet the school’s behavioral (and academic) expectations. Conversely, the school comes together in assembly each month to celebrate students that exemplify both Habits of Mind and Heart with the intention of reinforcing the positive behaviors.

## **S**TRENGTHS:

- The school's central intellectual purpose is to help students use their mind's well within a performance-based learning environment
- Flexible schedules for students allows for personal responsibility, depth of learning, and small class sizes
- Demonstrations of mastery are common where students articulate what they have learned
- Relationship-based environment (every student is known to the adults in the building)
- Learning is personalized which capitalizes on student's strengths and interests
- Curriculum focus is on depth over breadth
- High standards and expectations for all students
- Staff commitment is high to the entire school as they take on multiple obligations for the common good of the school and for the benefit of students
- Learning styles and preferences are considered within each classroom
- Habits of mind and heart ( 21st Century skills) are developed in students which promotes a set of positive thinking and emotional dispositions
- An emphasis on helping students use their minds well is a philosophical foundation for promoting independent critical and creative thinkers
- Integrating Arts educational experiences using an interdisciplinary approach
- A site-based decision-making model is utilized within a collaborative team of professionals
- Promote the value of cooperation over competition
- Highly talented, caring, and compassionate staff that nurture a creative space for students to thrive
- Hosts a Youth Entrepreneur Exposition (YEE) for the school district
- Community partnerships have been developed that provide experiential learning opportunities for students
- Parents are encouraged to engage in the school and opportunities are provided to promote participation
- Post-secondary education for all students is promoted and supported using an advisory model
- The governing metaphor of the school is "student as worker", rather than the more familiar metaphor of "teacher as the deliverer of instructional services." The prominent pedagogy is "teacher as coach" as students learn *how to learn*, thus, teach themselves under the guidance and support of a content area specialist.

## **O**PPORTUNITIES FOR SCHOOL GROWTH:

- Development of a World Language program (ASL or Spanish)
- Expand music programs and other performing arts opportunities
- Investigate developing an athletic program and/or after school opportunities
- Development of a half-day Sustainable Agriculture program utilizing an interdisciplinary model
- Expand more entrepreneurial opportunities for students
- Investigate adding a Culinary Arts program and other vocational opportunities
- Provide more opportunities for staff to learn from each other; classroom visitations
- Investigate additional STEAM opportunities for students
- Increase wellness, meditation, and mindfulness opportunities for students
- Expand AP and opportunities for other advanced courses
- Incorporating additional social justice and equity themes within an interdisciplinary model
- Creating more democratic spaces and opportunities for students
- Developing community partnerships with local programs that can help address the ever increasing number of students entering our school with mental health issues
- Managing enrollment growth and program development (equity and arts based) within the parameters of existing space available and financial limitations
- Investigating additional revenue streams that would increase financial support for growing the school into a larger school (but, remain a small school within the Alternative Learning Experience) that places an emphasis on integrating arts education and equity (Social Justice)