

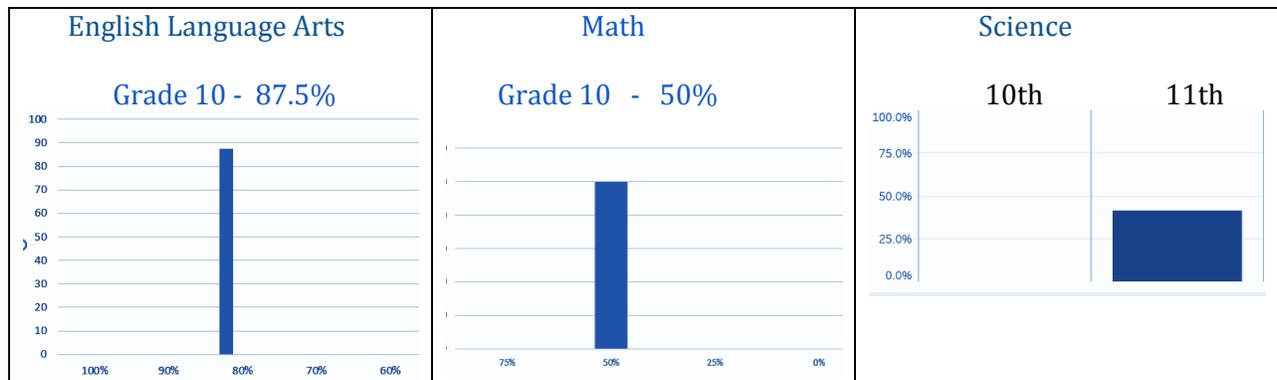
2018-19

Avanti HS

School Improvement Plan

2017-2018 Enrollment	145
Free/Reduced Lunch	26.2%
Special Services	9.4%
English Learners	0.0%
On-Time Graduation Rate	64.0%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



2017-18

English Language Arts

GL	2015-16	2016-17	2017-18
9th	---	---	---
10 th	---	---	87.5%
11 th	---	---	---
12 th	---	---	---

Math

GL	2015-16	2016-17	2017-18
9th	---	---	---
10 th	---	---	50%
11 th	---	---	---
12 th	---	---	---

Science

GL	2015-16	2016-17	2017-18
9th	---	---	---
10 th	---	---	---
11 th	---	---	41.3%
12 th	---	---	---

COMMUNICATION GOALS:

- **Communication trainings:** By December 2018, the Avanti staff and students will participate in trainings on mediation and bargaining in an effort to explore effective modes of communicating with the goal of enhancing collaboration with students, families, and the community.
- **Marketing Plan:** Beginning in the summer of 2018 and throughout the 2018-2019 school year Avanti staff and student leaders will develop a marketing plan for the school that will include a video that will be posted on the Olympia School District webpage. Additionally, they will devise a promotional campaign in the fall that will be used in the spring school visitations and information nights.
- **Community Newsletter:** Beginning in September of 2018 the Avanti staff will continue to partner with the Avanti Community Group (ACG) consisting of parents, guardians, students, family, and friends of Avanti. Together they will produce and disseminate a monthly community newsletter. The newsletter continues to serve as a key tool for communication throughout the community. The first newsletter will be published in October 2018. The newsletter will be published the first week of each subsequent month throughout 2018-2019, school year.

- **Website:** The Avanti webpage will be maintained by a staff member who will make sure that all contents meet district accessibility standards. All staff will be trained using grackle to ensure webpage materials follow the accessibility guidelines and standards as required by the Olympia School District.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

2017-2018 SBAC (10th grade; 28 students tested) = 85.7%

- By the end of September 2018, 100% of new students to Avanti will be assessed for reading comprehension using a Scholastic Reading Inventory (SRI) in order to establish targeted interventions for the year. Students identified as “at risk” will also be assessed midyear (January 2019) and in the spring (May 2019). Other strategies and interventions will be utilized such as:
- By November 13, 2018, 100% of students identified as at-risk (below grade level) will be targeted for interventions in Reading using LAP support.
- By November 1, 2018, 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 15, 2019, 100% of “at risk” students receiving LAP support will be assessed using the Scholastic Reading Inventory (SRI) to establish Lexile score and measure growth from previous year and/or fall assessment.
- By June 15, 2019, 100% of 11th grade students required to take the Smarter Balanced ELA exam will pass.
- 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.
- Participation rates for the ELA SBAC exam are historically high; no adjustments for participation are necessary.
- School wide intervention for struggling readers and writers, reinforcing reading and writing skill development for these students across the curriculum.

ELA SPED:

SPED staff will continue to use district adopted *My Perspectives* curriculum for 9th and 10th grade SPED students. Students will continue to 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 ACHIEVEMENT GOALS:

2017-2018 SBAC (10th grade; 27 students tested) = 50%

- 100% of all new students to Avanti will be assessed in Math utilizing the MAP assessment tool. Student Learning Plans will be adjusted to reflect areas in need of strategic interventions. The assessments will take place in September 2018, February 2019, and April 2019.
- By June 2019, the 10th, 11th & 12th grade students will increase the percentage of the students that have met the state graduation-required Math assessment by 15%.
- Creation and implementation of Desmos Performance Tasks (Calculator used/required for SBA) in all math learning plans by September 2018.
- Development and implementation of Teacher Led third year Personal Finance learning plan connected to SBA "crosswalk" by November 2018.
- Development of Collection of Evidence learning plan for students as both an Algebra 2 equivalent math credit and Math SBA graduation requirement option.

- Development and implementation of SBA Math Prep Elective Class by September 2018.

MATH SPED:

SPED will offer identified students with Financial Math as the third credit option in order to meet graduation requirements. Students will be identified utilizing a series of Classroom Based Assessments throughout the year. The SPED department will continue to serve students individually with paraprofessional support and provide small group instruction when necessary.

MATH 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.

SCIENCE ACHIEVEMENT GOALS:

2017-2018 WCAS (11th grade; 26 students tested) = 41.5%

- Juniors enrolled in a science course will take a practice WCAS in Nov 2018 to serve as a pre-test comparison.
- Science teachers will research the WCAS through December 2018.
- Science teachers will take the WCAS practice test in January 2019.
- Science teachers will incorporate the WCAS practice questions into their curriculum assessments.
- Juniors enrolled in a science course will take a practice WCAS test in April 2019 to serve as a post-test comparison.
- Juniors will take the WCAS test in May 2019.
- Science teachers will enroll in a NGSS training in Spring 2019.

SCIENCE SPED:

By June 2019, the Science department will increase course options, 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. 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.

GRADUATION RATES:

Avanti's graduation rates are influenced by the transient nature of our Alternative Learning Environment (ALE). As a school of choice, there are no designated middle school feeder programs or anticipated annual freshman enrollment. Freshman enrollment varies from year to year and is typically less than 15% of the student population. Students from all grade levels enroll in cohorts and enter at specified times throughout the school year.

To understand Avanti's 4-year graduation rate it's important to understand the circumstances that might inspire a student to apply to Avanti in the first place. Those reasons are as complex and unique as the students themselves, however, many students transfer to Avanti after experiencing difficulties and challenges in their previous schools and/or in their personal lives.

As a result, these students enter Avanti credit deficient, some significantly behind other students within the same graduation year. These circumstances, more than any other, contribute to Avanti's 4-year on time graduation rate. **The extended graduation rate is a far better indicator of the Avanti program's impact on student achievement.**

2017: On-time graduation rate = 64%
Extended graduation rate = 92%

2018: On-time graduation rate = 65%
Extended graduation rate = 89.60%

*(2 students did not graduate on time from this cohort.
One student remains enrolled at Avanti for their 6th year. The other student
dropped out of school having attended Avanti for less than two weeks.)*

Another indicator of the school's programmatic strengths is how well students perform when they enter Avanti as a freshman.

2016: 2012 Freshman cohort graduating in four years = 100%
(All 8 students)

2017: 2013 Freshman cohort graduating in four years = 75%
(12 students; 100% of students from the 2013 cohort graduated within 5 years)

2018: 2014 Freshman cohort graduating in four years = 90%
*(10 students; one student from the 2014 cohort did not graduate on time;
100% of students from the cohort graduated within five years; two students from
the 2014 cohort graduated in three years, with the class of 2017.)*

Another strength of the Avanti program is the high rate of retention of students that do not graduate within four years. Considerable effort is made towards eliminating the shame and stigma associated with staying in school beyond a student's natural graduation year. The Avanti staff provide all students with care and support; a sense of place and belonging, and make significant efforts to normalize the idea of students learning at their own pace and in their own way. This cultural component of the Avanti program results in higher retention rates of 5th and 6th year seniors and significantly reduces the rate of dropout re-engagement (GED) program referrals.

PROFESSIONAL GROWTH GOALS:

The Avanti staff will continue to participate in the **Digital Immersion Initiative (DII)** and with their implementation of the **Schoology** learning management system. Monthly collaboration time will be provided for those involved for the purpose of establishing and maintaining a professional learning community (PLC). Additionally, the staff has made the following self-directed staff development options their priority for the 2018-2019, school year:

- **Interdisciplinary Project-Based Learning:** The Avanti staff will explore co-teaching models and best practices that have an emphasis on integration and demonstrations of mastery through project-based learning.
- **Poverty Culture** in education: The Avanti staff will examine the frameworks for understanding poverty with the intention of providing staff with strategies to improve student outcomes. Staff will learn concrete instructional strategies to help students from poverty; understand the hidden rules of economic class and effects on behaviors and mindsets; and develop stronger relationships with students to impact their behaviors and outcomes.
- **Five-Stages of Group Development and Mediation/Bargaining Skills:** The Avanti staff will investigate several different modes for developing student leadership and engagement. Additionally, they will also examine effective forms of communication for collaborating with engaged youth.
- **Maintaining a Trauma Sensitive Learning Environment:** The Avanti staff will engage in new research and best practices on working with students experiencing trauma. The training will lead to developing strategies and interventions for supporting all students experiencing trauma and those students in crisis.

Race, Equity, and Inclusion Professional Development: In keeping with the Superintendent and School Board's strategic plans for promoting equity and closing the district's opportunity gap, the Avanti staff will use designated collaboration times throughout the 2018-2019 school year to read and discuss Sensoy and DiAngelo's "Is Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education." These key concepts are foundational to Avanti's educational approach,

mission, vision, and complementary to well-established student outcomes such as the Avanti Habits of Heart and Mind. They will also serve our efforts to formalize, explicitly, our dedication to a social justice education for all students.

Beginning in September 2018, staff will engage in reviewing and implementing structural changes to internal systems such as Orientation in order to devise a systemic approach to providing all incoming students with a social justice primer and foundation for developing their social justice literacy.

An OSDEF grant will fund an **Equity and Inclusion Liaison** position that will support the efforts to infuse social justice components campus-wide. This position will support diversity-related staff development, diversity initiatives in classrooms, and student diversity-related trainings and events.

SAFETY GOALS:

Providing for the physical and emotional health and safety of students and staff is always a top priority. At Avanti we will be addressing these priorities by offering student workshops on:

- Healthy Relationships, Boundaries and Consent (October 2018).
- Positive and productive communication by training in mediation and bargaining skills development (November 2018).
- Peer education regarding active consent, respect and boundaries with Teen Council (February 2019).
- The Social Justice Institute will offer a series of student workshops on: implicit bias; micro-aggressions; racial privilege and oppression; gender inequity and challenging rape culture; cultural norms and conformity in relation to social stratification and power; prejudice and discrimination; oppression and power; understanding privilege through ableism, sexism, and racism. (Monthly workshops offered).

Staff workshops and trainings will be offered in the fall 2018 on:

- Maintaining a Trauma Sensitive learning Environment.
- ALICE basic safety certification training.
- Safe schools safety trainings such as: Life threatening Allergies; Diabetes Awareness; Blood Borne Pathogens exposure prevention; Seizures; Asthma Awareness; and Passenger Van Safety trainings.

Additionally, by the end of October 2018 all classrooms will be retrofitted with new roll up/down window coverings that will be user friendly and easy to close in an emergency situation. The shades will provide total window coverage and have the ability to block the view of the classroom from the outside in the event of an intruder. And finally, updates and repairs to the campus surveillance system is a priority. Work will be done to make sure all interior and exterior cameras are operable by the end of the school year.

PBIS GOALS:

Habits of Mind and Heart: Promotion of positive behaviors at Avanti is embedded within the overall culture and philosophy of the school. Avanti High School is a small progressive learning environment where every student is known by the adults in the building. Nurturing positive relationships with students is the cornerstone of our relationship-based learning environment. Our philosophy provides for a creative, authentic, performance-based learning model that equips students with a set of intellectual skills and promotes emotional intelligence. These are manifested at our school by the promotion of desired skills and dispositions or habits of the mind and heart, otherwise known as the Avanti Habits. Development of emotional intelligence in our students occurs by emphasizing, whenever possible:

- The habit of compassion
- Collaboration over competition
- Mindfulness or perspective taking
- Communicating respectfully

- Listening actively
- Interrupting all forms of discrimination and bias when witnessed
- Work and interact with integrity
- Find the joy in whatever students are doing
- Build resilience in self and others
- Make connections; especially between self, surroundings, and circumstances
- Reflect about how one's actions may impact others
- Taking personal responsibility

These positive messages are interwoven throughout the curriculum and within the cultural norms and expectations of the school. We celebrate all those who are shining examples of these core values and themes by showcasing their efforts in our classes, in our monthly newsletters, and at student-driven assemblies.

Additionally, the program assists student development into empowered, informed citizens who contribute actively toward a democratic and equitable society. We honor diversity and view differences as a strength in our community, deliberately and explicitly, challenging all forms of inequity.