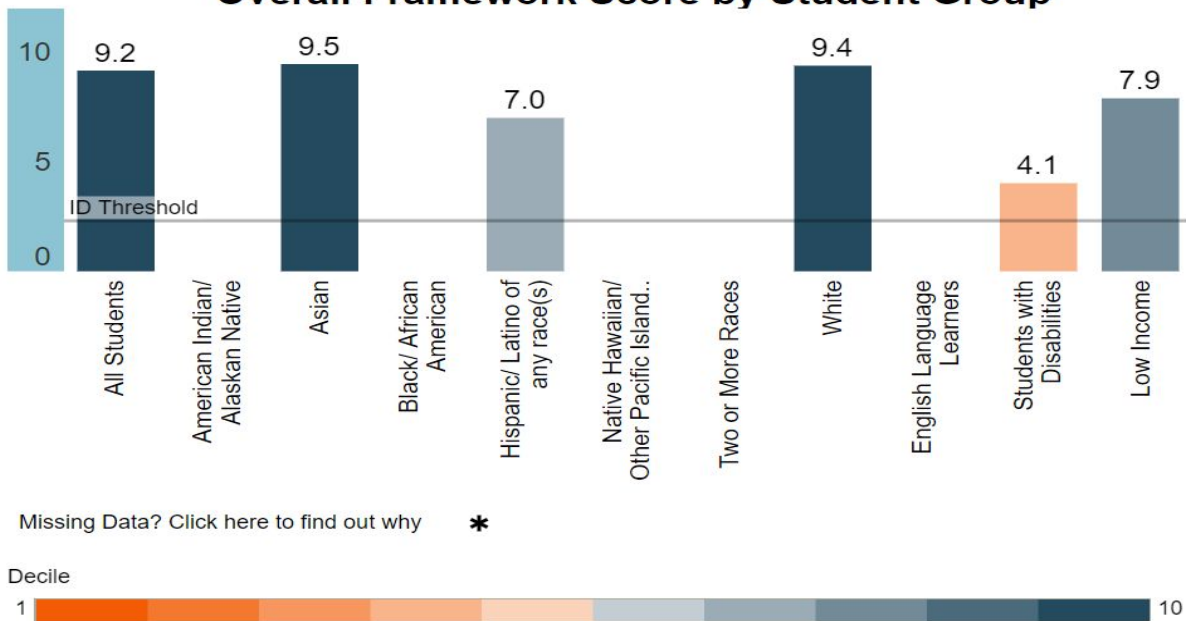


Anacortes School District 2019-20 AHS School Improvement Plan

School:	Anacortes High School
School Year:	2019-20
Mission:	To empower all students to be successful, confident and passionate in a changing world
Vision:	By encouraging positive relationships, honoring student voice and supporting individual excellence
Collective Commitments:	<p>We are committed to creating an environment where all are valued and supported</p> <p>We are committed to believing that all people have potential</p> <p>We are committed to growing as professionals</p> <p>We are committed to providing all students opportunities to engage in the classroom & community</p> <p>We are committed to holding ourselves accountable and supporting each other</p>
Site Leadership Team:	<p>Cody Anderson, Science; Lisa Blohm, World Language; Kristen Downs, AVID; Josh Emery, CTE; Erin Good, English; Marci Fankhauser, Physical Education; Dana John, Library; Maggie Lahey, Counseling; Kim Liebscher, Special Education; Pilar Norman-Burkland, Fine & Performing Arts; Monique Malamma, Classified; Jessica Pullen, Social Studies; Tonya Stout, Math; Kecia Fox, Admin; Erik Titus, Admin; Jon Ronngren, Admin</p>

Anacortes High School 2016-2018 Overall Framework Score by Student Group



Anacortes High School

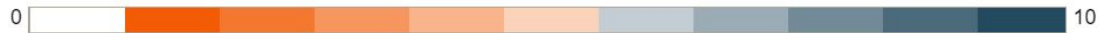
2016-2018

Measures by Student Group

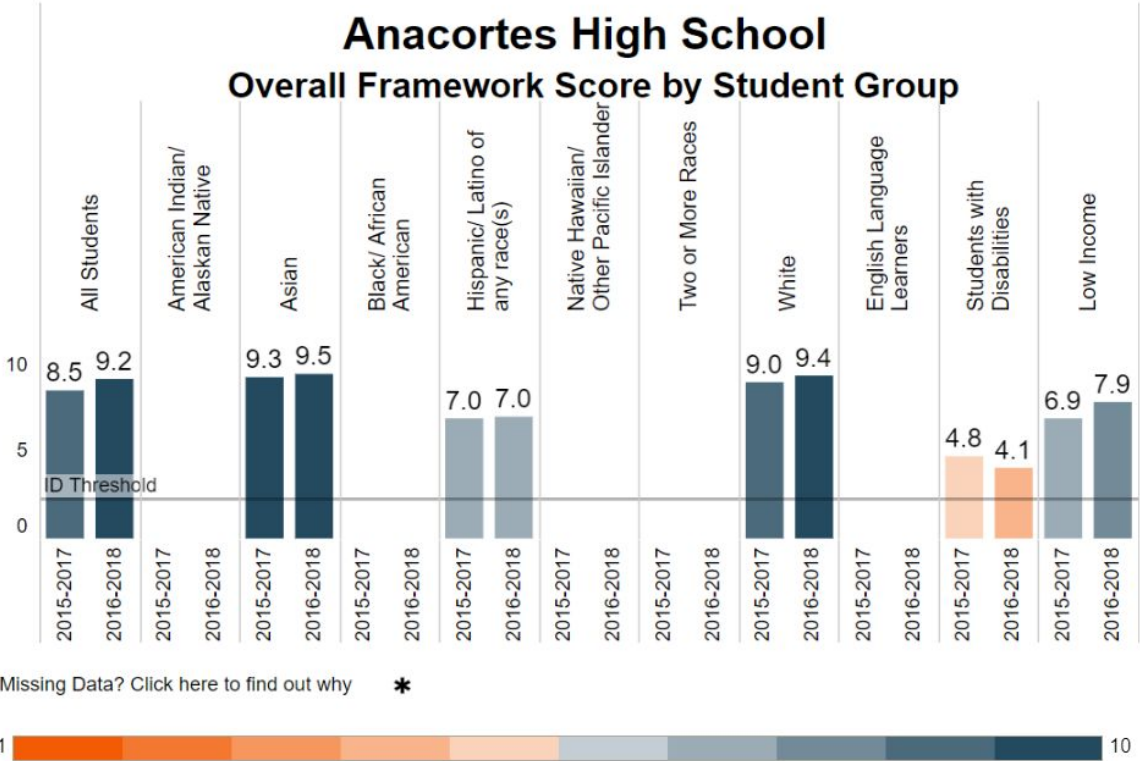
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Isla..	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	90.6%				81.1%			90.4%	86.7%		18.5%
Math Proficiency Rate	59.7%		60.7%		24.3%			62.5%	42.9%		26.9%
ELA Median SGP											
Math Median SGP											
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	82.4%	83.3%	91.9%	86.2%	81.3%		82.6%	81.9%	72.2%		74.1%
Ninth Grade On Track Rate	83.6%		87.1%		76.3%		84.9%	68.3%			74.1%
Dual Credit Rate	81.3%		84.5%	63.3%	75.7%		78.7%	81.9%	72.2%	56.5%	65.1%
Final Score											

*The EL Progress measure only applies to students who are English Learners

Deciles



How did each student group perform on the Washington School Improvement Framework, over time?



Driving Data

(The set of metrics that will drive our work and serve as summative indicators of progress. Data are from the WSIF 3 year average)

Data Set:	ELA Proficiency			Math Proficiency			Attendance Rate		
Group:	Students with Disabilities			Hispanic/Latino Students			Low Income Students Students with Disabilities		
	Current	SY Goal	Final	Current	SY Goal	Final	Current	SY Goal	Final
	18.5% (10.7% 2015-17 average)	30.0%		24.3% (26.7% 2015-17 average)	40.0%		72.2% (72.4%) 74.1% (70.2%) 2015-17 average	90.0% 90.0%	
Data Set:	Course Passing Rates			Quaglia Student Voice Survey <ul style="list-style-type: none"> ● Vision - Relationships ○ Belonging 					
Group:	9th Grade Low Income			All students					
	Current	SY Goal	Final	Current	SY Goal	Final	Current	SY Goal	Final
	68.3% (67.4%)	80%		39.6% (37.8%)	50%				

Data Story

Briefly describe the significance and potential causes of the data sets above:

ELA proficiency rates for **Students with Disabilities** remains significantly lower than that of all students.

Hispanic/Latino students continue to perform below all students in math proficiency rates.

Low income students and **Students with Disabilities** attendance rates remain low as compared to all students.

According to **Quaglia Student Voice Survey** ([ranked results](#), [results by category](#), [disaggregated results](#)) many students do not feel they are a valued part of the school community.

AHS Theory of Action

- If we establish **positive relationships** with our students, **honor student voice** and **support individual excellence** while integrating **research-based instructional strategies** and implementing **social emotional learning via Character Strong**
- Our students with disabilities, low income students, and Hispanic/Latino students will attend school, pass classes, and achieve at higher rates resulting in closing the achievement gap.

We will focus our School Improvement efforts on 1) Social Emotional Learning and 2) Grade 9 Transition

School Improvement Plan #1

Focus Description:	9th Grade course passing rates
Rationale:	<p>We believe that early success in high school is extremely important to ensure on-time graduation rates for all students.</p> <p>While we made significant gains in this area during the 2018-29 school year, we feel it is imperative that we remain vigilant in focusing on Grade 9 academic success.</p>
Action Items	Updates
<p>9th Transition Team</p> <ul style="list-style-type: none"> ● Identify struggling students ● SEL via Character Strong ● AHS Mission & Vision implementation 	<ul style="list-style-type: none"> ● Transition Team has eight meetings scheduled this year, one after each grading period. <ul style="list-style-type: none"> ○ Continued focus on social emotional learning strategies supported by Character Strong curriculum ○ Meetings on 11/18, 12/16, 2 / 3, 3/9, 4/20, and 6/1 ○ Build structures and systems that support successful school experiences for targeted students (ex: consistent expectations, AVID strategies, SEL strategies, culturally responsive instruction)
Link Crew	<ul style="list-style-type: none"> ● 12th / 9th Grade Peer Mentors meet in August and five times throughout the school year. ● Support students' transition to high school
9th grade teachers support and teach organizational skills to students:	<ul style="list-style-type: none"> ● Student planners ● Time management ● Note taking ● AVID Strategies
Weekly review of School Data - Homeroom data grid	<ul style="list-style-type: none"> ● School Data-Homeroom Data Grid sent to Grade 9 Transition team weekly ● Identify, meet with, and monitor at risk 9th grade students. ● Identify and record tier interventions.

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School Improvement Plan #2

Focus Description:	Social and Emotional Learning focused on encouraging positive relationships, honoring student voice, and supporting individual excellence which will result in students feeling a greater sense of belonging and an increase in academic achievement in core content areas for all students, including our most marginalized populations.
Rationale:	<ul style="list-style-type: none"> ● Fall 2019 Quaglia Student Voice survey on 'Belonging' condition indicates that overall 39.6% of students believe they are a valued member of our school community. ● Math ● ELA
Action Items	Updates
Analyze student survey responses by race and grade level demographics.	<ul style="list-style-type: none"> ● October 2019 with Site Leadership Team ● November with all staff ● Survey data: ranked results, results by category, disaggregated results ● January Site Leadership analyze formative data on CS implementation
Build social and emotional learning strategies among school staff.	<ul style="list-style-type: none"> ● Regular communication with Staff ● CS lessons taught during Advisory ● Student Leadership Class lessons taught once a week ● Weekly staff meetings to review each week's CS Advisory lesson ● January Site Leadership adjust and plan for semester 2
Meet with Student Leadership class quarterly to get student input and feedback on school culture and Character Strong.	<ul style="list-style-type: none"> ● 11/7/19 ● 1/30/20 ● 4/16/20 ● 6/18/20
Site Leadership Team will develop ways to measure success of Character Strong.	<ul style="list-style-type: none"> ● Meet with teachers on Focused evaluation to measure SEL ● Teacher interviews ● Student focus groups

Monitor implementation of school Mission and Mission	<ul style="list-style-type: none">• Staff Meetings• Advisory
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