

School Improvement Plan

Cap Sante Alternative High School Anacortes School District 2019-2020

- 1. Evidence and date of annual school board approval**
 - a. The Cap Sante High School Improvement Plan (SIP) was reviewed and approved by the school board on February 6, 2020.
 - b. Feedback from the annual school board site visit is incorporated into school improvement planning.

- 2. Evidence that staff certification requirements are met**
 - a. Procedures and processes are implemented by the Anacortes School District to make sure teachers are assigned in-field (i.e., endorsement matches teaching assignment). All candidates for open positions are screened by multiple administrators prior to selection and/or placement. A secondary analysis is conducted by the human resources department. Teacher certifications and licenses are reviewed directly by the Director of HR to ensure that employees hold the proper certificates and licenses in order to serve in the assigned position. Additionally, the district ensures, through various effective strategies, that poor and minority students are not taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers.

- 3. Evidence the plan is based on self-review and participation of required participants (staff, students, families, parents and community members)**
 - a. There are currently 70 students enrolled in Cap Sante High School.
 - b. In the 2018-19 school year a team of staff, students, parents, and administrators convened for a yearlong process to review and revise the school's vision and mission statement. This work directly influenced the SIP and will be routinely reviewed by this committee.
 - c. The Principal schedules monthly meetings with staff to analyze data, monitor, and adjust the SIP.

- 4. Brief summary of use of data to establish improvement**
 - a. We use a variety of data sets to inform short and long term improvement efforts:
 - i. Graduation and dropout rates, as well as state testing scores, help us determine long term needs and goals.
 - ii. Monthly progress reports and credits earned help us monitor short term goals. Development of each students' Washington State Learning Plan also helps us monitor student achievement.

- iii. Student voice survey results and attendance rates help us monitor and adjust goals. Our Social Worker administers student needs assessments to help us develop prevention and intervention efforts.
- iv. The use of community based programs providing food, shelter, and clothing help us monitor and attend to student needs on a regular basis.

5. Plan promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements.

- a. As an alternative high school we are committed to using alternative paths for students to earn a high school diploma and be prepared for post secondary success. Students can earn dual credit, interdisciplinary credit through project-based learning, work remotely, and earn competency credit as appropriate.
- b. Our goals include improvement in graduation rates, credits earned, the percentage of students passing math courses and state tests, and credits earned through our Advisory program.
- c. We have three goals for improvement this year: math support, high quality instruction through project-based learning, and social emotional development. These goals are monitored and adjusted with our staff through regular use of the data mentioned above.
 - i. To achieve these goals we hired a Math teacher, trained staff in Project-Based Learning to be implemented during the 2019-20 school year, and implemented an Advisory program using the social emotional learning curriculum Character Strong.

6. Recognition of non-academic student learning, what and how.

- a. We are focused on students' social emotional learning to support achievement of their academic potential. Through implementation of an Advisory program using Character Strong curriculum we intend to build students' social emotional knowledge and skills for success in life. This Advisory course also brings in community speakers to address areas of interest and relevance for students.
- b. Student voice surveys done twice yearly help us gather perception data and monitor students' engagement.
- c. A Student Leadership class started this year adds a greater level of student involvement and community building.
- d. Attendance and discipline data are analyzed regularly. We also assess our prevention and intervention efforts to meet students' needs. We are improving these systems through County wide support of Multi Tiered Systems of Support.

7. Plan addresses characteristics of successful schools

- a. Our School Improvement Plan is centered on three areas of best practice in successful schools:
 - i. Regular use of data through an inquiry approach.
 - ii. Collaboration among staff toward high quality teaching and learning and in support of each students' potential.

- iii. Development of systems of support to create a positive school community and build relationships with students to support their overall growth and development.

8. Plan addresses educational equality (gender, race, ethnicity, culture, language and physical/mental ability)

- a. By continually reviewing disaggregated district, school, program and student data to identify areas of disproportionality and achievement gaps, the district and school leaders will:
 - i. identify patterns and biases that contribute to disproportionality and achievement/opportunity gaps;
 - ii. create strategies to address disproportionality and achievement/opportunity gaps and measure results of those strategies;
 - iii. use the disaggregated data to set goals to close achievement/opportunity gaps and measure results in achieving those goals.

9. Plan addresses the use of technology to facilitate instruction

- a. Many courses use a digital curriculum supported by a teacher in the classroom.
- b. Each student is provided with a laptop to use at school and at home.
- c. Digital Citizenship is taught through Common Sense Media curriculum.

10. Plan addresses parent, family, and community involvement

From the Anacortes School District draft Equity Policy:

- a. District and school leaders take responsibility for fostering and maintaining an inclusive environment throughout the system.
- b. The district will proactively engage families to create a sense of welcome and inclusivity and to demonstrate its belief that diverse families provide varied and valuable cultural perspectives that enrich our district and community and help the district to understand issues that arise related to underrepresented students
- c. The leaders in each school will include in their school improvement plan strategies for fostering and maintaining an inclusive school culture that:
 - i. acknowledges and celebrates the identity and uniqueness of each student
 - ii. promotes a sense of inclusion for everyone
 - iii. creates access for student voice to influence classroom learning, school culture and system-wide decision-making, and encourages the participation of underrepresented students

11. Plan included an equity statement as described in WAC 180-16-220

From the Anacortes School District draft Equity Policy:

- a. *We believe that each child has tremendous potential and is worthy of our best effort.* And while this is true, we know that children do not face level playing fields at school. We understand that implicit and institutional biases – based on race, income, disability, gender orientation, sexual orientation, religion and other factors – result in students experiencing opportunity and achievement gaps.
- b. To achieve the district’s vision and mission, we recognize that our board, staff, students and community must embrace and leverage our diversity to build equitable and inclusive learning communities within our schools (ASD draft Equity Policy).
- c. Working towards equity in schools requires the district and its school leaders to commit to:
 - i. Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
 - ii. Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
 - iii. Discovering and cultivating the unique gifts, talents and interests that every student possesses. (National Equity Project)

12. Plan includes assurance of parent/guardian and community involvement

- a. We engage the community in a variety of ways to support student learning:
 - iv. Local food organizations donate food every week
 - v. Local service clubs donate clothing, supplies, and scholarships
 - vi. Parents are involved in the school through participation on committees and our Parent Teacher Organization
 - vii. Community volunteers speak to classes and mentor students
 - viii. Our SIP is available to the community on the school district website
 - ix. Quarterly newsletters, personal emails and phone calls, and parent meetings develop and sustain family partnerships

Anacortes School District/ Cap Sante High School

Enrollment

October 2019 Student Count 70

Gender

Male 58%

Female 42%

Race/Ethnicity

White 78.3%

Hispanic 15.9%

Asian	4.3%
Two or more races	1.4%

Special Programs

Free or Reduced Price Meals	49.3%
Special Education	9%
Transitional Bilingual	0
Section 504	15.9%
Foster Care / Homeless	1.4%

Other Information

Excused Absence Rate (2018-2019)	47.8%
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Student Achievement Data from Washington School Improvement Framework

Cap Sante 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	56.3%										
Math Proficiency Rate											
ELA Median SGP											
Math Median SGP											
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	39.4%							41.9%	39.8%		
Ninth Grade On Track Rate											
Dual Credit Rate	2.4%							3.0%			
Final Score											

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

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High school exit exams

Test / Year	2017-18	2018-19	2019-20 GOAL
SBAC ELA	30.7%	14.3%	50%
SBAC Math	0%	10%	50%

High Leverage Targets and Early Warning Signs

High Leverage	2017-18	2018-19	2019-20
Enrollment	64	78	69
Fewer than 2 absences per month	34.7%	41.4%	47.8%
% In and Out-of-School Suspensions	4.3%	4.3%	0%

College & Career Ready

High Leverage	2016-17	2017-18	2018-19
Students graduating in 4 years	38.9%	48%	38.5%
Students graduating in 5 years	44.4%	55.9%	65.2%
Total credits earned	172	175	191

Board Approval

Approved Not Approved Date: 2-6-2020




Board Chair

Superintendent