

OSPI School Improvement Plan for 2021-2022 (and End-of-Year Improvement Plan Review for School Year 2020-21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the [OSPI Consolidated School Improvement Plan Template](#))

For guidance on completing Sections I, II, & III below, please refer to the [SY 2021-2022 School Improvement Plan Template Implementation Guide](#).

Section I. End-of-Year School Improvement Plan Review for School year 2020-21

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI’s Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: Please provide your school district, building name, and date of submission of this template to OSSI’s SharePoint if applicable below.

School District Name:	Building Name:	Date of Submission to OSSI SharePoint (if applicable):
Snohomish School District	AIM High School	06/18/2021

SY 2020-2021 High-Priority Goal #1: AIM High will increase the number of students GRADUATING in four and five years by 10% as measured by yearly data, by June 2021.

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Through our advisory students meet with their mentor weekly in a group and/or individually; ALE intervention conversations happen monthly as needed with additional support added. Admin, counseling and office staff monthly monitoring of on track to graduate, 12 th grade students in current classes	A- Attendance Data B- Advisory course completion data C- Red/Yellow/Green measuring tool	A- 2020 Grad rate was significantly improved. The impact on Graduation rate is not fully understood however the impact on schoolwide efforts cannot be minimized by COVID-19 grading in the spring of 2020. We currently have 52 seniors on track to graduate spring 2021. Anticipated combined four-and five-year graduation rates will be around 65%.

		<p>Each senior has had an individual credit checklist conference and scheduling conference</p> <p>Monthly progress reports and interventions developed for students not making progress</p> <p>C- As a result of monthly monitoring, 51 of 52 on track seniors are graduated.</p>
2)Regular unit formative assessments given in academic courses.	Monthly progress monitoring in all content areas using classroom formative assessments	Monthly progress reports and interventions.
3) Science teacher collaborated with SHS and GPHS science depts to plan new soft chemistry course; teacher selected materials to use until district curriculum is ordered; observed chemistry class; science teacher has attended district professional growth sessions with other science teachers; teacher is collaborating with other ALE science teacher who is also teaching chemistry this semester	<p>A- Completion of collaborative chemistry course activities w/SHS & GP science departments</p> <p>B- Aligning Chemistry course with NGSS standards</p>	<p>A- Meeting notes, calendar dates of meetings</p> <p>B- Syllabus & course materials list (Textbooks)</p> <p>C- We are expanding our science elective offerings and are implementing a 2-week science-based summer school option in August of 2021 to allow AIM students greater access to Science curriculum.</p>

SY 2020-2021 High-Priority Goal #2: *AIM High will increase daily ATTENDANCE by 10% and decrease TARDY RATES by 10% by June 2021, as measured by monthly, semester, and yearly data.*

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Tier 1 for all students: Check-ins based on previous week's data, Weekly acknowledgment & celebrations, go over monthly progress reports and discuss attendance successes and challenges.	<ul style="list-style-type: none"> • Skyward Attendance data (daily, truancy, tardy); monthly, semester, and yearly • OSPI Report Card Attendance Data • WISF Scores (ESSA data) • Individual student improvement of unexcused and total absences 	<p>Daily attendance phone calls</p> <p>Monthly perfect attendance recognition</p> <p>Attendance rate based on NWRDC attendance report improved from 85.13% at the end of first semester to 89.78% for the year.</p>

<p>2) Tier 2 for some students: informal check-ins by mentors, seek to understand barriers, collaboration with pertinent staff, build relationships, more frequent parent contact, brainstorm solutions with parents</p>	<ul style="list-style-type: none"> • Skyward Attendance data (daily. Truancy, tardy); monthly, semester, and yearly • OSPI Report Card Attendance Data • WISF Scores (ESSA data) • Individual student improvement of unexcused and total absences 	<p>Weekly engagement phone call logs.</p>
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SY 2020-2021 High-Priority Goal #3: AIM High will increase the number of students meeting standard in MATH by 10% as measured by the following assessments: Common district and classroom designed tools, standards-based, state interim and other outcome-based means, and STAR; by June 2021.

<p>Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.</p>	<p>Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?</p>	<p>Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)</p>
<p>A1) Standards-based practice activities and use of Interim Assessment Blocks for math will be implemented by math teachers with fidelity. A2) The math teacher will create a plan and schedule to increase collaboration at the district level and build relationships with math colleagues across the district. A3) Focus on Level 1 math students with intentional instruction to improve scores. Reference data on next slide.</p>	<ul style="list-style-type: none"> A. Math credits earned data B. Monthly Progress Reports for math C. Math Unit assessment data 	<p>First semester course completion data available 2-2-20</p> <p>Four Carryover credit retrieval courses completed this fall and seven were completed during second semester.</p> <p>Current Data- 100% of math students received monthly progress reports.</p>

Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?
 - Data shows that boys at AIM are 2x more likely to drop out than girls. 20 of 20 boys on track to graduate at the beginning of the school year graduated. 2 boys were identified as extremely high risk and individual tier 3 interventions were put in place to support these students.
 - Hispanic students at AIM are 20% lower in regular attendance. The district migrant family liaison supported student and family connections. Attendance in this sub-group continues to be an area of concern.

We will be looking at how to address these areas in our August Professional Development Days as well as supporting attendance and graduation rates for low income students.

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?
NA
3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that/(those) goal(s) or what prevented you from achieving it/(them).
Grad rate data is not completed for 20-21 however preliminary data suggests that we have improved our graduation rate over the previous year. 51 students graduated from AIM this year.
4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?
The MTSS model implemented for graduating seniors was very successful with 51 of 52 "on track" seniors graduating. We would like to expand this system to ALL grade levels for ALL students as a way to continue to improve student engagement and support on track graduation.
5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?
Improving attendance during remote learning was a huge challenge compounded by difficulty in getting responses from students and parents from phone calls and other communications. This priority goal will continue in the 21-22 school year with a renewed emphasis as we look forward to in-person instruction this fall.
6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?
We plan to adjust our attendance procedures by working with the SKYWARD system to allow teachers to take daily attendance in each class rather than once during the school day. This will allow us to run automated phone calls and track detailed hourly attendance. This will provide a more realistic picture of student attendance and customize individual interventions.
7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?
Improved system to monitoring progress in Math courses. This is a focus for the 21-22 school year and is under review and development.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: AIM High will increase the number of ALL students GRADUATING in four and five years by 5% as measured by yearly data, by June 2022. Grad rate data will be disaggregated by program and student characteristics.				
Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1) Through our advisory students meet with their mentor weekly in a group and/or individually; ALE intervention conversations happen monthly as needed with additional support added. Admin, counseling, and office staff monthly monitoring of on track to graduate, 12th grade students in current classes as well as identified sub-groups. Mentor training and professional development are part of our building professional development plan.	Yearlong	Principal, Counselor, Registrar	SharePoint MTSS Tool Extra time for office Admin assistant WALA Conference and targeted professional development.	Percent of students on track at each performance checkpoint using the MTSS tool A- Attendance Data B- Advisory course completion data C- Red/Yellow/Green measuring tool
Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:				
1) OSSI School Improvement iGrant \$20,000				

SY 2021-22 SMARTIE Goal #2: AIM High will increase daily ATTENDANCE by 10% and decrease TARDY RATES by 10% by June 2022, as measured by monthly, semester, and yearly data.				
Activities	Timeframe	Lead	Resources	Measures

What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.	What is the projected length of time of the activity?	Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?	What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?
1)Tier 1 for all students: Check-ins based on previous week's data, Weekly acknowledgment & celebrations, go over monthly progress reports and discuss attendance successes and challenges.	Yearlong	Principal, Attendance Secretary	Attendance reports, Monthly Progress reports	<ul style="list-style-type: none"> • Skyward Attendance data (daily. Truancy, tardy); monthly, semester, and yearly • OSPI Report Card Attendance Data • WISF Scores (ESSA data) • Individual student improvement of unexcused and total absences
2)Tier 2 for some students: informal check-ins by mentors, seek to understand barriers, collaboration with pertinent staff, build relationships, more frequent parent contact, brainstorm solutions with parents	Yearlong	ALL staff/mentors	Weekly contact lists Extra time to allow for phone calling	<ul style="list-style-type: none"> • Skyward Attendance data (daily. Truancy, tardy); monthly, semester, and yearly • OSPI Report Card Attendance Data • WISF Scores (ESSA data) • Individual student improvement of unexcused and total absences
Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:				
1)OSSI School Improvement iGrant \$10,000				

SY 2021-22 SMARTIE Goal #3: AIM High will increase the number of students meeting standard in MATH by 10% as measured by the following assessments: Common district and classroom designed tools, standards-based, state interim and other outcome-based means, and STAR; by June 2022

Activities	Timeframe	Lead	Resources	Measures
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<p><i>What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.</i></p>	<p><i>What is the projected length of time of the activity?</i></p>	<p><i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i></p>	<p><i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i></p>
<p>1) Standards-based practice activities and use of Interim Assessment Blocks for math will be implemented by math teachers with fidelity.</p>	<p>yearlong</p>	<p>Math Teacher Lead</p>	<p>Extra Time for Math Lead Supplemental Math Materials</p>	<p>A. Math credits earned data B. Monthly Progress Reports for math C. Math Unit assessment data D. IAB data</p>
<p>2) The math teacher will create a plan and schedule to increase collaboration at the district level and build relationships with math colleagues across the district.</p>	<p>October 2021</p>	<p>Math Teacher Lead</p>	<p>Extra Time for Math Lead</p>	<p>A. Math credits earned data B. Monthly Progress Reports for math C. Math Unit assessment data</p>
<p>3) Focus on struggling math students with intentional instruction to improve scores.</p>	<p>November 2021-March 2022</p>	<p>Math Teacher Lead</p>	<p>Extra Time for Math Lead</p>	<p>Classroom Formative assessments</p>
<p>Funding amount and source(s) allocated to support activity (SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:</p>				
<p>1) OSSI School Improvement iGrant \$5,000</p>				