OSPI School Improvement Plan for 2022–2023 and End-of-Year Summary for 2021–2022

For guidance on completing Sections I & II below, please refer to the
[SY 2022-2023 School Improvement Plan (SIP) Template Implementation Guide](#)

Section I: End-of-Year School Improvement Review for School Year 2021–22

This section will serve as a summary on progress, impact, and success for School Year (SY) 2021–2022 goals, activities, measures, and results.

*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.

School and District Information

Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint (only required for Tier III schools: i.e., Comprehensive, Comprehensive Graduation Rate).

ESD:	189
School District Name:	Snohomish
Building Name:	AIM High School
Date of Submission to OSSI SharePoint (if applicable: only required for schools identified as Tier III)	6-10-22

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2021–22 High-Priority Goal 1

AIM High will increase the number of students GRADUATING in four and five years by 5% as measured by yearly data, by June 2022..

Activities	Timeframe	Lead	Resources	Measures	Progress
What evidenced-based practice(s) did you implement in order to have impact toward achieving this goal? *Who, specifically, benefitted from this practice/activity?*	*What was/ is the projected length of time of the activity and, if appropriate, was it completed?* *When or how often (please be as specific as possible) was progress monitored or data reviewed?*	*Who (what team or individual) was responsible for implementing, measuring, and adjusting the activity?* *Who else was involved?*	*What resources were used 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 were collected to measure the impact of student learning and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*Please describe your progress so far in one to two sentences, i.e., what have you found in your data and what does it mean with regard to progress toward your high-priority goal?*
Weekly Advisory/mentor meetings	Weekly connections with students and monthly progress monitoring	7 Mentor teachers	August Professional Learning days, Weekly Staff meetings and Monthly Building led PD.	Monthly Progress reports and Student intervention plans	Students have continued to struggle through COVID related impacts to learning.

			Parent/Guardian monthly contact for students on intervention	87,1st semester and 100 second semester credit recovery courses were tracked and completed through the credit recovery intervention system Monthly progress monitoring for 100% of students, 1st semester-15 students had 1 intervention, 14 students had 2 interventions, 16 students had 3 interventions, *98 students had no interventions* 2nd semester- 22 students had 1 intervention, 19 students had 2 interventions, 40 had 3 interventions, *72*

Monthly Student success team meetings	This group meets monthly to review progress monitoring Data	Doug Plucker- Principal	We use SharePoint to keep specific data on students, track progress and plan interventions. Monthly progress reports	We use a "Red, Yellow, Green" status to identify levels of support/intervention needed	*students had no interventions* 48 seniors supported through a MTSS system with targeted support 187 completed Credit recovery courses monitored and tracked Students taking credit recovery courses were enrolled in an Academic Support Lab second semester. Completed credit recovery courses increased from 87 1st semester to 100 2nd semester.

SY 2021–22 High-Priority 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	Progress
What evidenced-based practice(s) did you implement in order to have impact toward achieving this goal? *Who, specifically, benefitted from this practice/activity?*	*What was/ is the projected length of time of the activity and, if appropriate, was it completed?* *When or how often (please be as specific as possible) was progress monitored or data reviewed?*	*Who (what team or individual) was responsible for implementing, measuring, and adjusting the activity?* *Who else was involved?*	*What resources were used 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 were collected to measure the impact of student learning and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*Please describe your progress so far in one to two sentences, i.e., what have you found in your data and what does it mean with regard to progress toward your high-priority goal?*
"HERO" = Here Everyday Ready Ontime Positive attendance program recognizes	Monthly drawings at the end of each month. Entries reset at the beginning of each month	Attendance Secretary Principal	We use purchased and donated prizes that are of high interest to students and promote the HERO program	Monthly HERO entries and Attendance Data	We have worked with NWRDC to update our attendance procedures from taking attendance once per day to taking attendance

students by earning a daily entry to a monthly drawing for prizes and recognition					in each class. This change in procedure makes it difficult to compare previous year's data. 2021-22 Sem 1- 76.53% attendance 2021-22 Sem 2- 74.09% attendance as of 67/22 Average of 850 HERO entries each month
Daily personalized attendance calls	Calls are made every day	Attendance secretary & Para support	We have built time in classified employee daily schedules to make calls	Call Tracking sheet	2021-22 SY data 100% call rate 73% of calls are answered 8% return call from messages left

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	Progress
What evidenced-based practice(s) did you implement in order to have impact toward achieving this goal? *Who, specifically, benefitted from this practice/activity?*	*What was/ is the projected length of time of the activity and, if appropriate, was it completed?* *When or how often (please be as specific as possible) was progress monitored or data reviewed?*	*Who (what team or individual) was responsible for implementing, measuring, and adjusting the activity?* *Who else was involved?*	*What resources were used 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 were collected to measure the impact of student learning and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*Please describe your progress so far in one to two sentences, i.e., what have you found in your data and what does it mean with regard to progress toward your high-priority goal?*
Fall SBA data review and Interim Assessment Blocks and standards based	FALL SBA data reviewed in December 2021 Monthly progress monitoring	Math Lead Teacher Building TOSA Principal	Building PGF time Extra time for Math Lead teacher for curriculum development and collaboration with	Fall SBA Data IAB Data	82 students in grades11 & 12 took the fall SBA in math. 4 met standard at level 3 and 2 met

instructional practices			other district math leads		graduation cut score.
					50 students in Grades 11 & 12 took the spring SBA in Math.
					9 met standard at level 3 and met graduation cut score
					This demonstrates an increase of 12.7% in students meeting standard from Fall to Spring SBA assessments
					Our math lead teacher, TOSA and admin met to develop an IAB schedule and targeted instruction to support student growth and prepare for the spring SBA test for the

					students that did not meet standard.
District math collaboration and curriculum adoption committee	Math Collaboration and adoption meeting agenda/minutes	Math Lead Teacher Building TOSA District adoption committee	Extra time Release time	Meeting schedule and curriculum adoption	Our lead math teacher met with a district committee from September-January to select a new math curriculum and discuss instructional strategies that support students in meeting SBA math standards. This spring our teacher met individually with curriculum trainers as well as participated in targeted professional development for the new curriculum and adapting it to

				the Alternative Learning setting.

Section II: 2021–22 End-of-Year Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and can be used to inform decision-making about 2022–23 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. **If Tribal consultation is applicable/required by [ESSA Section 8538](#) in your district and building:** How did your school building use timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP to support AI/AN students, families, and communities?

   NA

2. In SY 2021–22, did you identify and respond to equity needs for specific student groups, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities most marginalized? What specific data did you use to inform your decision making?

   - Data shows that boys at AIM are 2x more likely to drop out than girls. Identifying high risk male students and pairing them with positive male role model mentors that build trusting relationships and support academic interventions when needed. We have been able to add two male staff members this year.
   - 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.
   - A disproportional number of Multi-Language learning students are being referred to credit recovery and alternative learning programs due to lack of school success and engagement.

3. Describe the progress made toward your High-Priority Goals 1, 2, and 3 listed in Section I above. Describe what led to or is leading to the achievement of Goals 1, 2, and 3.

- Grad rate data has not been received for 21-22 however preliminary data suggests that we have improved our graduation rate and met this goal. We anticipate 46 of 47 students that were on track to graduate in 2022 will have earned their diploma.
- Regular and on-time attendance continues to be a struggle. Regular attendance data dropped slightly from first to second semester. Anecdotal data suggests that although the school-wide attendance data continues to be a struggle, there has been a significant improvement in the students with moderate absenteeism.
- Data suggests that good improvement was made when comparing fall and spring math SBA data. Anecdotal information as reported by the math lead teacher indicates that the implementation of IAB in preparation for the spring assessment was helpful in providing targeted support.

4. How did at least one of the activities documented in Section I above (from SY 2021–22) positively impact student outcomes in pursuit of its associated High-Priority Goal?

The weekly and monthly progress monitoring that was accompanied by MTSS supports had a positive impact on having all but 1 graduating senior meet graduation requirements. Staff, students, and parents are informed, and timely interventions are applied that lead to successful completion of courses.

5. How did you respond to and adjust for challenges as you made progress toward your High Priority Goals? Please describe at least one specific challenge and adjustment to that challenge.

Weekly staff meetings and use of collaboration time allows our staff to respond to challenges in a timely manner. One challenge that we faced was that we were seeing a low rate of completion in credit recovery courses. Staff collaborated in

the development of some second semester schedule adjustments that allowed for additional academic support for both credit recovery and other coursed that meet only once each week.

6. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2022–23? How will you utilize available and additional sources of data in this planning process? Please describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2022–23.

   The modifications and adjustments made this year will inform us about areas that we were able to make a positive impact on, what strategies were successful and what gaps are still present. We will continue to invest in successful practices and modify or adjust systems that did not support the intended outcomes. Data drives our planning and decision making. Staff will review multiple sources of data in August and make site-based decisions on where to prioritize efforts of improvement.

Section III: 2022–23 OSPI School Improvement Plan

Building data
Please provide your school district and building name below.

School District: Snohomish
Building Name: AIM High School
Date: 6/10/22

Instructions:
Using the tables below, identify your highest priority school improvement goals and activities for SY 2022–23. Please refer to the OSSI SY 2022–23 School Improvement Plan Implementation Guide for more details and 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. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:
- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:
- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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 2022–23 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 2023.Grad rate data will be disaggregated by program and student characteristics.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used 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 be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
Through our advisory students meet with their mentor weekly in a group and/or individually; ALE intervention conversations happen monthly as needed with	Weekly	Mentor Group	Sharepoint MTSS tool	Percent of students on track each performance checkpoint using MTSS tool. Monthly Intervention data. A- Attendance Data B- Advisory course completion data

additional support added.				C- Red/Yellow/Green measuring tool
Admin, counseling, and office staff monthly monitoring of on track to graduate, 12th grade students in current classes as well as identified sub-groups.	Monthly	Principal	Extra time for office staff	June 2023 Graduation Data
Mentor training and professional development are part of our building professional development plan.	Yearlong	Principal	Extra time for Certificated staff training, professional Development and conference attendance	Professional Development Plan
Develop and implement Hispanic Family Outreach program	Yearlong	Principal	Extra Time for Interpreter services and MLL support staff	Disaggregated academic progress and graduation Data

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. OSSI School Improvement iGrant $20,000

SY 2022–23 SMARTIE Goal #2: AIM High will increase daily ATTENDANCE by 10% and decrease TARDY RATES by 10% by June 2023, as measured by monthly, semester, and yearly data.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used 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 be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
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.	Weekly	Principal, Attendance Secretary	Attendance reports, Monthly Progress reports	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

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	Monthly	Mentor Group	Weekly contact lists Extra time to allow for phone calling	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
Develop and implement Hispanic Family Outreach program	Yearlong	Principal	Extra Time for Interpreter services and MLL support staff	Disaggregated Attendance Data

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. OSSI School Improvement iGrant $10,000

SY 2022–23 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 2023

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What was/ is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used 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 be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*
Standards-based practice activities and use of Interim Assessment Blocks for math will be implemented by math teachers with fidelity.	Yearlong	Math Teacher Lead	Extra Time for Math Lead Supplemental Math Materials	A. Math credits earned data B. Monthly Progress Reports for math C. Math Unit assessment data D. IAB data
The math teacher will create a plan and schedule to increase collaboration at the district level and build relationships with	October 2022	Math Teacher Lead	Extra Time for Math Lead	A. Math credits earned data B. Monthly Progress Reports for math

math colleagues across the district.				C. Math Unit assessment data
Focus on struggling math students with intentional instruction to improve scores.	November 2022-March 2023	Math Teacher Lead	Extra Time for Math Lead	Classroom Formative assessments and STAR Data

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. OSSI School Improvement iGrant $5,000