

Ashland High School Final 01/02/2020
Ashland School District
School Improvement Plan (SIP) for 2019 - 2020

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-Tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavioral data.

Ashland School District Goals for 2019-20:

- 1. Improve Student Achievement.**
- 2. Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.**
- 3. Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.**

School Mission Statement: Inspire Learning for Life!

Contributors:

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* A facilitator will bring the group together to ensure the work gets done and will have the bottom line accountability.

** G (Green) = Goal Achieved Y (Yellow) = On-track to Achieve Goal

Note: A1, A2, A3 = Activity 1, Activity 2, Activity 3 (Add or subtract activities, depending on how many activities are needed to achieve a strategy)

School Improvement Plan for 2019 – 200

GOAL 1: Improve Student Achievement				
SMART GOAL: 93% Student Graduation by 2023				
	Key Indicator	Whom*	By When	Success Rating (G or Y)**
SMART Goal for ELA: The achievement gap on the ELA Smarter Balanced Assessment for 11th grade students will decrease by 3% between all students and all underserved students including underserved races and ethnicities by June 2019.				
Strategy 1: Provide early and targeted intervention for students at risk of not meeting the essential skills.				
A1: Implement specific, targeted (teacher to student) feedback for underserved students.	Class developed and implemented	ELA teachers	Beginning in August 2018, cont'd throughout 2019-2020	
A2: Monitor early indicators consistently to identify students requiring intervention (PSATs, Grades, 8 th grade smarter balanced results, proficiency ratings).	Data reviewed quarterly	SST team, data team led by Administrators	Beginning in August 2018, cont'd throughout 2019-2020	
A3: Utilize the funding from Student Success Act (SSA) to significantly reduce class sizes to address the academic needs of all students including those traditionally underserved.	School developed and implemented	SSA Committee / Administrators	August of 2020 cont'd throughout 2020-	
A4: Provide professional development based upon department identified needs including culturally responsive teaching practices and differentiation strategies.	School developed and implemented	Administrators / ELA Teachers	Beginning in August 2018, cont'd throughout 2019-2020	

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SMART Goal for Math: The failure rate for freshmen math students will decrease by 2% by June 2020.

Strategy 1: Provide early and targeted intervention for students at risk of passing freshman level math classes.

A1: Add Integrated Math 1 and Integrated Math 2 (2020-2021) lab classes to support students with weak mathematical foundations. Add Fundamentals of Math class to remediate students unsuccessful in IM1 first semester.	Classes developed and implemented	Administrators, Math teachers	August 2019, cont'd throughout 2019-2020	
A2: Offer co-teaching opportunities in Integrated Math 1, Algebra 1B and Integrated Math 2 (2020-2021).	Classes co-taught with a regular and special education instructor	Administrators, Math teachers and Special Education teachers.	August 2019, cont'd throughout 2019-2020	
A3: Add enough Math FTE to allow maximum class size of 24 in Integrated Math 1 and Integrated Math 2 (2020-2021) classes.	Additional staff member(s) hired	Administrators and math teachers	April/May 2020	
A3: Hire SPED staff with expertise in mathematics.	Hiring process in Spring 2020	SPED staff member	June 2020	
A4: Examine failure rate of freshman and sophomore math students.	Data analysis completed. Update for 2020	Math Department, Admin Team	January of 2019 June of 2020	
A4: Enhance access to individual peer tutoring through extended Student Tutor Center schedule during Grizz Academy and Out Periods.	Additional tutoring times offered, advertised and utilized during school day.	Ashland Schools Foundation/Student Tutors	Beginning in August 2019, cont'd throughout 2019-2020	

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SMART Goal: 95% of all students in aggregate and by sub-groups (gender, students with disabilities, economically disadvantaged, underserved races and ethnicities, limited English proficient and all others) will be on track for graduation by the start of 10th grade as indicated by earning 12 credits.

Strategy 1: Develop 9th grade teams to support success.

A1: A counselor will be identified to work with 9 th graders and monitor 9 th grade data.	9 th grade counselor hired and on-boarded. Counselor meets with teams monthly at least.	Administrator/ Counselor	August 2018, cont'd throughout 2019-20	
A2: 9 th grade Humanities and Grizz Academy teachers will be organized into teams	Master schedule developed and students scheduled according to developed teams.	Master Schedule team.	August 2018, cont'd throughout 2019-20	
A3: 9 th grade teams will meet monthly, at least, to review 9 th grade data. The large group will meet for two hours during pre-service week, one day during Sep/Oct and a day at mid-year to establish a data review model and examine aggregate 9 th grade data.	Regular meetings with data and outcomes reported, and other meetings as indicated in A3.	9 th grade team members, 9 th grade counselor, admin	Throughout 2019-2020	
A4: Fresh start counselors and/or other student mentors will be placed into each Grizz Academy class to offer ongoing support and mentorship during first semester.	Students scheduled and curriculum developed and implemented.	Grizz Academy coordinator(s) extra duty contract	Throughout 2019-2020	

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Improvement Plan for 2019 – 2020

GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff

SMART GOAL: All students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.

SMART Goal: Overall suspension rates at AHS will decrease by 15% during the 2019-2020 school year; suspension rates across disadvantaged sub-groups will be comparable to sub-group size in the general population (e.g. race/ethnicity, gender, disability).

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
Strategy 1: Restorative practices will be implemented school wide.				
A1: School-wide training on Restorative Justice Practices will be conducted for all teaching staff.	Restorative Justice utilization	In-house or Resolve facilitator, organized by Admin	Ongoing	
A2: Clear communication and consistency regarding classroom expectations.	Common behavioral expectations (cell phones, attendance, bathroom and pass policy, and academic integrity) are published, taught to students and consistently enforced.	All teachers, facilitated by admin.	June 2020	
A3: Increase Restorative Justice FTE to 0.33 to facilitate Restorative Justice processes	Number of students completing a restorative justice process	Admin	December 2019	

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Strategy 2: Attendance patterns will be examined and intervention plans developed based on why students are not attending.				
A1: Individual intervention plans developed for yellow and red zone students.	Individual plans written and implemented. Data tracked on effectiveness of the plans.	Dean of students, student advocates	October 2019	
A2: Review chronic non-attenders and establish supportive relationship and implement early intervention strategies	Reduced number of chronic non-attenders	SST, 9 th grade teams, Dean and student advocates	Ongoing	
A3: Meet weekly with chronic non-attenders and when appropriate, schedule citation meetings with SOESD attendance officer	Fewer meetings with attendance specialist	Dean of students, attendance specialist, parent, student	Ongoing	
A4: Send irregular attendance letters and communicate with parents regarding statutory attendance requirements	Reduction in number of letters required	Student advocate and office staff	Ongoing	
Strategy 3: Implementation of the Ashland High School Equity, Diversity and Inclusion plan.				
A1: E.D.I. committee will meet monthly to set goals, track progress towards goals, and collect data on school climate.	Plan updated, monthly meetings, data from surveys tracked and used to improve plan.	E.D.I. coordinator, administrators and committee members	Re-starting January 2020	

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