

Ashland High School
Ashland School District
School Improvement Plan (SIP) for 2018 - 2019

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 2018-2023:

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.

Ashland High School Vision Statement:

Inspire Learning for Life!

* 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)

Ashland High School Improvement Plan for 2018 – 2019

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 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 a writing lab class for students at risk, offering them a double dose of instruction and support in meeting essential skills in writing.	Class developed and implemented	Administrators, ELA teacher	Beginning in August 2018, cont'd throughout the year	
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 Assistant Principal	Beginning in August 2018, cont'd throughout the year	
A3: Professional development will be provided to staff to ensure learning outcomes clearly articulated to students.	Professional Development delivered, students can indicate to observer the learning outcomes.	Administrator/ Teachers	Beginning in August 2018, cont'd throughout the year	

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SMART Goal for Math: The achievement gap on the Math Smarter Balanced Assessment for 11th grade students will decrease by 3% between all students and 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: Add an algebra 1B lab class and a geometry lab to support sophomores and juniors at risk of not meeting the essential skills	Class developed and implemented	Administrators, Math teacher	August 2018, cont'd throughout the year	
A2: Offering co-teaching opportunities in Algebra 1A, Algebra 1B and geometry.	Classes are co-taught with a regular and special education instructor	Administrators, Math teachers and Special Education teachers.	August 2018, cont'd throughout the year	
A3: Provide professional development to SPED staff on teaching mathematics	Training attended and completed by a member of the SPED staff	SPED staff member	January 2018	
A4: Examine the placement patterns of all students by subgroup.	Data analysis completed.	Math Department, Admin Team	January of 2019	
A4: Professional development will be provided to staff to ensure learning outcomes clearly articulated to students.	Professional Development delivered, students can indicate to observer the learning outcomes.	Administrator/ Teachers	Beginning in August 2018, cont'd throughout the year	

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SMART Goal: 95% of students 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 the year	
A2: 9 th grade Humanities, Wellness and Grizz Academy teachers will be organized into teams	Master schedule developed and students scheduled according to developed teams.	Master Schedule team.	August 2018	
A3: 9 th grade teams will meet monthly, at least, to review 9 th grade data.	Regular meetings with data and outcomes reported	9 th grade team members, 9 th grade counselor, admin	September 2018 and continuing throughout the year.	
A4: Fresh start counselors will be placed into each Grizz Academy class to offer ongoing support and mentorship.	Students scheduled and curriculum developed and implemented.	Grizz Academy TOSA	Beginning in August 2018	

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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 2018-2019 school year.

	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.	Training completed	Resolve facilitator, organized by Admin	October 12, 2018	
A2: Administrators, counselors, student advocates, dean of students and alternative education teachers will receive the full 4 day training on restorative justice.	Training for all completed	administrators, counselors, student advocates, dean of students and alternative education teachers	February 28, 2019	
A3: Clear communication and consistency regarding classroom expectations.	Common behavioral expectations (cell phones, attendance, and academic integrity) are published, taught to students and consistently enforced.	All teachers, facilitated by admin.		

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Strategy 2: Attendance patterns will be examined and intervention plans developed based on why students are not attending.				
A1: Parent education provided in writing and at open house. Reinforced at all parent meetings.	Letter to parents sent. Attendance information disseminated.	Principal	September 2018	
A2: Staff training to align implementation of school wide attendance policy.	August training	Principal	August 2018	
A3: Attendance committee that meets monthly, examines attendance data and develops tier one and tier two interventions.	Committee formed with monthly meetings.	Dean of students, principal, committee members	September 2018	
A4: 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 2018	
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, E.D.I. committee members	Ongoing, meetings, first meeting of 2018 in September	

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