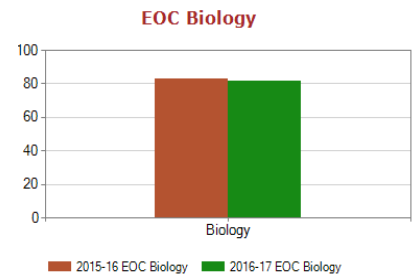
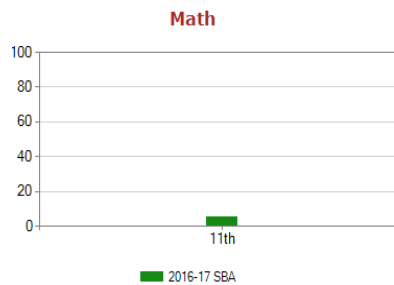
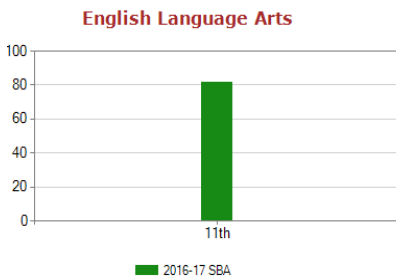


2017-2018

Avanti High School Improvement Plan

Enrollment	142
Free/Reduced Lunch	31.7 %
Special Services	12.0 %
English Language Learners	.0 %
Graduation Rate (Adjusted 4-Year Cohort)	63.9 %
Graduation Rate (Adjusted 5-Year Cohort)	90.5%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

- **Newsletter:** An important communication goal for Avanti will be maintaining the school's monthly community newsletter, which also serves as a collaboration between staff, students, and families. The newsletter is a key communication tool for the school and our goal is to continue with the work from previous years and improve upon it whenever possible. The Newsletter will be published and disseminated the first week of each school month beginning in September 2017 and ending in June 2018.
- **Website:** Another communication priority will be making structural and content adjustments to the new school and district websites that will launch in late October 2017. The school's website has long been the primary communication tool for those outside our community. It will be important for our school to quickly adapt to the new website restrictions and format in order to re-establish our presence on the internet for prospective students and their families. By January 2017, we will identify a staff member to update/maintain the new school website.
- **Social Media and District Communication tools:** The same considerations will go for the school's Facebook page and other social media sites. Adjusting to the new restrictions for all mediums will be a high priority. Other important considerations will be the continued use of both School Messenger and Skyward Message Center as a key communication tool for our constituents.
- **Schoology:** By October of 2017, at least 50% of the Avanti teaching staff will be identified to pilot Schoology, a new learning management system adopted by the district. The tool will be used to facilitate communication between staff/students/families regarding assignments, due dates, academic progress, and targeted interventions. Staff participating in the pilot will report progress on a monthly basis, and provide a final analysis of the tool by June 2018.

Safety Goals:

Providing for the physical and emotional health and safety of students and staff is a top priority. Avanti will be addressing those needs in several ways. Firstly, we will provide staff with professional development workshops on:

- Maintaining a Trauma Sensitive Learning Environment (October 2017)
- Suicide Prevention Awareness (December 2017)
- Conflict Resolution and Communication skills (Restorative Justice practices) (January 2018)
- Gender/Identity: how to communicate effectively with students at different stages of identity development and specifically with those students who do not identify as cisgender (February 2018)

Secondly, we will provide a series of workshops for students on:

- Conflict resolution and communication skills (Restorative Justice practices) (January 2018)
- Healthy Relationships, Boundaries, and Consent (October 2017)
- Challenging cultural norms regarding sexual and domestic violence (October 2017)
- Suicide Awareness: Peer Counselor training offered to all students (December 2017)
- Avanti's Social Justice Institute will sponsor workshops to discuss race in an effort to develop cultural competency in students. Discussion topics will include: how to talk about race; examine the concept of biological race; exam the roots of the concept of race; and examine the institutions that have promoted social inequity in America and our place within them (monthly)

Thirdly, as a community we will complete an extensive Shelter-in-Place (December 2017) to determine our collective readiness in the event there is a natural or man-made disaster that requires sheltering. The event will be co-developed and implemented between the Avanti staff and student leadership.

Achievement Goals:

ELA

- By the end of September 2017, 100% of new students to Avanti will be assessed for reading comprehension using an Scholastic Reading Inventory (SRI) in order to establish targeted interventions for the year. Students identified as "at risk" will also be assessed midyear (January 2018) and in the spring (May 2018).
- By November 1, 2017, 100% of students identified as at-risk (below grade level) will be targeted for interventions in Reading using LAP support.
- By January 3, 2018, all teachers will utilize information collected from a variety of assessment tools for a building-wide database in order to determine specific targeted interventions for all students in Writing using a six-trait writing model.
- By May 15, 2018, 100% of "at risk" students receiving LAP support will be assessed using the Scholastic Reading Inventory (SRI) to establish lexile score and measure growth from previous year and/or fall assessment.
- By June 15, 2018, 100% of 11th grade students required to take the Smarter Balanced ELA exam will pass.
- Avanti staff will continue to require Writing as an expectation for all students in all subjects and utilize a six-trait writing model for assessment.

ELA SPED

SpEd staff will implement district adopted *My Perspectives* curriculum for 9th and 10th grade SpEd students. Students will continue to access high interest grade level reading materials, and staff will teach utilizing differentiated instruction. Students will use a graphic organizer that meets their learning style to develop a writing style.

ELA POVERTY

Students that cannot afford required materials will be provided with them at no cost. If the student does not have access to a home computer and internet, special arrangements will be made to accommodate the individual student's needs at school

MATH

- ❑ 100% new students to Avanti will be assessed in Math utilizing the MAP assessment tool. Student Learning Plans will be adjusted to reflect areas in need of strategic interventions. The assessments will take place in September 2017, February 2018, and April 2018.
- ❑ By June 2018, the 11th & 12th grade students will increase the percentage of the students that have met the state graduation-required Math assessment by 5%.
- ❑ Develop Schoology based summative assessment for all subjects.

MATH SPED

SpEd will offer identified students with Consumer Math as the third credit option in order to meet graduation requirements. Students will be identified utilizing a series of MAP assessments throughout the year. The SpEd department will continue to serve students individually with paraprofessional support and provide small group instruction when necessary

MATH POVERTY

The SpEd and Math departments will continue to provide all students with required materials regardless of their ability to pay.

SCIENCE

- ❑ The Science and CTE Departments will collaborate to offer additional 3rd credit science options for students; especially those who are not college bound.
- ❑ New course offerings such as “Natural Resources” and the “Radish” program will offer students a hands-on Environmental Science outdoor learning lab experience which is expected to be of high interest for students and will lead to more choices for personal pathways.
- ❑ By January 2018, the Science Department offerings in the master schedule will be adjusted to reflect the changes to the science graduation requirements as per OSPI. The Science Department will continue to increase student experiential education opportunities, such as participation in the Envirothon.
- ❑ By June 2018, the Science Department will expand experiential education opportunities with an environmental focus, in line with NGSS and Common Core standards that increase student engagement and interest in Science

SCIENCE SPED

By June 2018, the Science Department will increase course options, field experiences, and provide additional resources for differentiation of curriculum to meet the needs of diverse learners.

SCIENCE POVERTY

The SpEd and Science Departments will continue to provide all students with required materials regardless of their ability to pay.

Professional Growth Goals:

Digital Immersion Initiative: The Avanti staff will engage in the district’s Digital Immersion Initiative (DII) this year. Included in this initiative, Avanti will be piloting Schoology; a learning management system adopted by the school district. Our teachers will form a Professional Learning Community (PLC) that will proactively and intentionally work towards:

- ❑ Using this professional development opportunity to train teachers to effectively use the technology they have or will be provided
- ❑ Develop an ability to use technology to innovate instruction and learning opportunities for students
- ❑ Develop blended learning options for students
- ❑ Increase opportunities for leadership capacity for some staff
- ❑ Increase student engagement through the use of new technologies and innovative pedagogies
- ❑ Piloting Schoology in an effort to increase communication between staff and students and their families related to student assignments, due dates, and overall academic progress

Race, Equity, and Inclusion: In addition to the Digital Immersion Initiative efforts, the Avanti staff will continue their work

in developing a culturally responsive learning and work environment. Staff will engage in “Courageous Conversations” on Race, Equity, and Inclusion throughout the school year. Staff will discuss Glenn Singleton’s work on having conversations about race, Robin DiAngelo’s work on Privilege and Power, and discuss forms of institutional inequities and oppression within schools and society.

PBIS Goals:

Habits of Mind and Heart: Avanti High School is a small progressive learning environment where every student is known by the adults in the building. Nurturing positive relationships with students is the cornerstone of our relationship-based learning environment. Our philosophy provides for a creative, authentic, performance-based learning model that equips students with a set of intellectual skills and promotes emotional intelligence. These are manifested at our school by the promotion of desired skills and dispositions or habits of the mind and heart, otherwise known as the Avanti Habits.

Development of emotional intelligence in our students occurs by emphasizing, whenever possible:

- The habit of compassion
- Collaboration over competition
- Mindfulness or perspective taking
- Communicating respectfully
- Listening actively
- Interrupting all forms of discrimination and bias when witnessed
- Work and interact with integrity
- Find the joy in whatever students are doing
- Build resiliency in self and others
- Make connections; especially between self, surroundings, and circumstances
- Reflect about how one’s actions may impact others
- Taking personal responsibility

These positive messages are interwoven throughout the curriculum and within the cultural norms and expectations of the school. We celebrate all those who are shining examples of these core values and themes by showcasing their efforts in our classes, in our monthly newsletters, and at student-driven assemblies.

Additionally, the program assists student development into empowered, informed citizens who contribute actively toward a democratic and equitable society. We honor diversity and view difference as a strength in our community, deliberately and explicitly, challenging all forms of inequity.

Strengths:

Among the strengths of the Avanti High School program is helping students use their minds well. Accomplished in part by promoting the development of a working set of intellectual skills and emotional dispositions, known as the Avanti Habits. Students are challenged to use their minds well by requiring critical thinking and reflection, then communicating or articulating their thoughts by word or deed.

Personalization (or one size does not fit all) is another core strength of the Avanti program. The program helps students develop the imaginative powers and competencies that each student needs rather than what is conventionally defined. Curricular decisions focus on student mastery and achievement rather than an effort to cover all of the content (depth over breadth). All students are held to the same standard (80% mastery as a minimum on all assignments), regardless of ability, and they are given the needed time and support to reach their goals.

Avanti is a student-centered academic program that does not use the traditional “teacher as the deliverer of instructional services” model of instruction. While there are teachers delivering information, more often than not, student work drives the learning. Teacher as coach and student as worker is the prominent pedagogy, where students learn how to learn and thus teach themselves is the most common experience.

Because the habits of mind and heart are integrated, explicitly and self-consciously, a tone of decency and trust emanates throughout campus. An inclusive environment exists and is maintained by several campus initiatives that have been in place for nearly a decade, such as:

- Pizza Klatch; offering students identifying as LGBTQI and their allies with a weekly support group to discuss issues important to them
- Social Justice Institute; offering students with a series of workshops and book studies on race, class, gender, sexual orientation, identity, ethnicity, etc.; the goals of the program are focused on developing cultural competencies in students
- Other affinity groups like Mosaic offer students with opportunities to discuss diversity-related topics and issues
- A democratic decision-making model is used which helps promote the understanding among all stakeholders that this is their school. Student, staff, and family voices are honored.
- Diversity is viewed as a strength and social justice is viewed as a value
- Arts-integration is done explicitly and self-consciously accommodating those students who are predominantly right-brained learners

Avanti continues to be an academic community that values equity over equality, cooperation over competition, relationships based on tolerance and respect, and personalization over a one-size-fits-all approach to teaching and learning; all of which are considered our greatest strengths as a progressive learning community.

Opportunities For School Growth:

- Physical space continues to be a challenge in developing new academic programs and/or expanding existing programs. A strategic plan has long been developed for Avanti's expansion throughout the Knox complex once the district office staff are relocated to the Olympian building and the remodel of Knox is completed. A significant challenge to Avanti's future growth and expansion has emerged with the presence of outside demands for the physical spaces that will be vacated by Knox staff from an array of district personnel and programs. Avanti will not have the opportunity for growth and self-determination as envisioned *if* other district programs are permitted to occupy space at Knox. This possibility remains the greatest challenge to Avanti's future growth.
- Plans to develop music, dance, world languages, a library and career center, a computer lab on each floor, science classroom with lab, student exhibition spaces, cafeteria, project-based learning workshop, art studio, robotics classroom connected to lab, and counseling center are defined within Avanti's strategic plan.
- To prepare for growth and expansion Avanti staff will need to establish curricular and/or other partnerships with district elementary and middle schools; opening pathways for students that will benefit from Avanti's progressive learning environment.
- The school will also need to develop a district-wide marketing campaign in an effort to provide information on the benefits of a progressive education to other students and families.
- There remains a need for a systemic approach to providing students with internships, volunteer opportunities, and mentoring opportunities. While this work is being accomplished school-wide, there is not a highly developed uniform system being utilized, embedded with supports for students.
- Avanti is a performance-based mastery learning environment. Currently, students demonstrate mastery for each individual instructor within a course of study. There remains a need for a school-wide system that allows students to demonstrate what they have learned to all stakeholders, including the student's family and the greater community. Students need an opportunity to exhibit their learning as a demonstration of mastery. These exhibitions could be regularly scheduled at the end of each term and could be embedded within the list of community events scheduled for the school year. These exhibitions would bring our community together with a focus on teaching, learning, and student achievement.