

Avanti High School

OSD School Improvement Plan

Building Data	
1a. Building: Avanti High School	1g. Grade Span: 9-12 School Type: Alternative Learning Experience
1b. Principal: Michael Velasquez	1h. Building Enrollment: 192
1c. District: Olympia SD 111	1i. F/R Percentage: 30%
1d. Board Approval Date:	1j. Special Education Percentage: 12.5%
1e. Plan Date:	1k. Multilingual Percentage: 0%

School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Steve Aguirre (HS Counselor)	Kaylin Furry (Avanti Parent)
Alexandra Mikler (Humanities Teacher)	Christy Austin (Avanti Parent)
Scott Hendrix (Social Studies Teacher)	Jade Austin (ASB President)
Michael Velasquez (Principal)	Alex Cassidy, Stellina Campbell, and Dani Farney (MBLC Youth Advisors)
	Joy Nolan (New Learning Collaborative & Mastery Based Learning Collaborative Mentor)

	<p>Evan Horback (Arts Strategist and ACE Mentor)</p> <p>A Puri, Kim Turner, and Kerri Wilson (Walk-N-Roll Bike Program Mentors)</p> <p>Elizabeth Drake and Leah Rietema (Dispute Resolution Center of Thurston County Mentors)</p> <p>Faith Hagenhofer (Hercules Farm Mentor)</p>
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Vision and Mission Statement

AVANTI VISION

Our philosophy is rooted in the belief that students make the most of their learning when they take ownership of their education and engage in meaningful and relevant learning experiences. We believe that this ownership naturally develops within a learning community steeped in creativity, innovation, and inclusivity generated by an emphasis on equity.

AVANTI MISSION

We have a commitment to the process of learning within an interdisciplinary, project and mastery based educational environment. Avanti classes focus on depth over breadth and often include the integration of content areas. We seek to empower students to make connections between academic disciplines, their lived experience, and the larger global community. We believe students deserve the opportunity to go deep – to develop and pursue particular passions guided by mentors in our community who can encourage excellence and support them in nurturing their unique gifts.

CORE VALUES:

- Collaboration over competition
- Connection to the natural environment
- Arts integration
- Student centered educational approach
- Developing mutual trust and respect
- Student as learner; Teacher as mentor
- Cultivating Resourcefulness
- Social Justice Emphasis
- Growth/Revision/Mastery
- Uncovering, honoring, and cultivating the gifts of every learner

Data Driven Decision-Making

[AWSP Evidence of Impact Tool](#); [Washington State MTSS Framework](#); [Washington State MTSS Self Assessment](#)

SY 2023–2024 SMARTIE Goal #1: On-Time Learning Plan Course Completion Rates

By June 13, 2024, 80% of students will reach mastery in all classes, including students with an IEP and those served by LAP, demonstrated by earning credit in all attempted classes. This goal represents an 8% increase on baseline data collected during the 2022-2023 school year.

[OSD Student Outcome\(s\)](#): What OSD Student Outcomes are tied to this SMARTIE goal?

Outcomes: 2.8, 3.8, 5.2

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Monthly Student Progress Reviews – all teaching staff - and weekly tutoring and support</p>	<p>Monthly progress reporting will be used for short-term data while course completion rate data compiled each quarter will be used for</p>	<p>This data will be tracked throughout the 23-24 school year.</p> <p>Individual progress will be monitored by all staff on a Monthly</p>	<p>Michael Velasquez, Principal</p> <p>Brenda Beck, Office Manager</p> <p>All teaching staff</p>	<p>Monthly Progress Reviews submitted and communicated to students and families using Skyward</p>

Students receiving “unsatisfactory” assessments will be provided personalized intervention plans	long term data.	basis and by each classroom teacher Weekly		
All students benefit from receiving timely feedback and support	Monitored weekly	During the month after receiving the plan	Classroom teacher providing the intervention plan	Students with intervention plans will seek support outside of scheduled class time
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. ALE Basic Funding				
2. LAP Funding (.3 fte)				

SY 2023–2024 SMARTIE Goal #2: Interdisciplinary Course Participation Rates

By June 13, 2024, students participating in Interdisciplinary courses will increase 100%, from 80 students (baseline data from the 2022-2023 school year) to 160 students during the 2023-2024 school year. This goal will provide all participating students with an opportunity for growth and on-time graduation as interdisciplinary classes have traditionally seen the highest rates of mastery and course completion of all other pedagogical approaches.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal?

Outcomes: 1.2, 2.1, 2.4, 2.6, 2.7, 2.8, 3.1, 3.6, 4.2, 4.5, 4.6, 5.1, 5.2, 6.1, 6.2, 6.5

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to</i>	<i>What short- and long-term data will be collected to measure the</i>	<i>What was / is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for</i>	<i>What resources will be used to implement this activity toward reaching</i>

<i>have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Mastery-Based Learning practices will be used to achieve best results	We will track weekly individual progress; monthly progress, and completion rates per quarter	Individual progress will be tracked weekly; monthly progress, and completion rates per quarter	Classrooms teachers involved in the cohort	Mastery Based Learning Collaborative workshops/webinars/and in-person events
Inclusionary strategies and practices will also be used to achieve best results	Daily circle check-ins and monitoring of self reflections	Individual and collective progress will be tracked monthly	All staff on the last Friday of each month	Staff and students will engage in Culturally Responsive Sustaining Education (CRSE) workshops, trainings, and activities throughout the year
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. ALE Basic Funding				
2. Mastery Based Learning Collaborative Grant (\$39,555)				

SY 2023–2024 SMARTIE Goal #3: Student Engagement through Apprenticeships

A goal this year is to move into phase #2 of the arts apprenticeships program known as ACE (Apprenticeships for a Creative Economy). This apprenticeship program engages students in real-world experiences working directly with master artisans from the local community. Utilizing a baseline of 4 successful students from the 22-23 school year, our goal is by November 30, 2023, to increase the number of participants by 100%, engaging 8 students in apprenticeships with master artisans from the greater Olympia community. By April 30, 2024 participants will be expected to reach mastery, successfully completing their experiences

and earning .5 credit. Our goal is to have 100% of the 8 student participants successfully complete their apprenticeship experiences with their mentors who will have provided them with invaluable career and real-world mastery-based learning experiences. Among the students targeted for participation will be our right-brained, creative, non-traditional learners that have exhibited challenges with consistently completing coursework and homework. Other students intentionally targeted for this program will be students who have LESS advocacy (self or parent) in order to address equity. A byproduct of the experience for all students is to forge meaningful, relevant, and tangible post-high school pathways for students interested in the arts.

To expand upon this effort we will launch additional pilot apprenticeship programs this year, one that focuses on bikes and the other on farming. Students in the biking apprenticeship program will work with mentors from Intercity Transit’s Walk-N-Roll program while students engaged in the farming apprenticeship program will connect with mentors from Hercules Farm, and more. Participation and completion data collected from this year’s cohorts will serve as a baseline for tracking growth in the 2024-2025 school year.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal?

Outcomes: 3.1, 3.6, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.5

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>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?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Arts integration, real-world experiences, and mentoring practices will be utilized to further this goal.</p>	<p>We will be reviewing participation rates among the pilot’s participants. Specifically, how many students started</p>	<p>September 6, 2023 to June 13, 2024</p>	<p>Cecily Schmidt, Art Teacher</p> <p>Evan Horback, Arts Strategist</p>	<p>We will use CTE funds and funding from an “Arts for All” grant to compensate our Arts Liaison as he builds connections and</p>

	<p>apprenticeships compared to how many finished them (earned credit).</p>			<p>apprenticeships opportunities for our students with master Artisans from the greater Olympia area. We will also use those funds to pay for time to meet, plan, and develop systems to support this effort to engage students and make their experiences more relevant and meaningful.</p>
<p>All students interested in apprenticing with master artisans in the local community will benefit from this pilot project.</p>	<p>We will also be reviewing the satisfaction rates among the Master Artisans participating in the program in an effort to troubleshoot any issues that could lead to lower satisfaction rates of student participants as well with the goal of increasing student engagement, overall.</p>	<p>Progress will be monitored by the liaison weekly and data reviewed on a monthly basis by all staff.</p>		<p>Mastery Based Learning Collaborative funds will also be used to support this project</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Arts for All Grant (\$5,000)</p>				
<p>2. Mastery Based Learning Collaborative Grant (\$21,000)</p>				

