Eagle Parents,

I would like to take a minute to let you know about Issaquah High School's 2015-16 School Improvement Plan. Each year, and truly every day, we look at everything that is going on at Issaquah High School and we ask ourselves the following questions:

1. What are we doing well and how do we know it?
2. What could we do better?
3. How might we do it better?

Of course, along the way, there are other questions we ask, data we analyze, and input we gather. But, based on the answers to these questions, we set goals, work hard to achieve those goals and monitor them along the way.

I hope that this newsletter provides some insight into what our school improvement goals are and provides helpful resources for families.

Thanks,

Andrea McCormick
Principal

Goal 3:
Issaquah High School will work to provide education and support for students to encourage overall health and wellness. Specifically, we will work on approaching tasks, goal setting/planning, and kindness.

Goal 1:
Issaquah High School will increase the academic achievement of students and reach an on time graduation rate of 98% in the class of 2017 and 100% by 2018 by providing high quality instruction, focused interventions, assessment supports and education of the whole child.

Goal 2:
New students (identified as having moved into the district in or after 7th grade) are significantly more likely to be at risk at Issaquah High School. We will increase the academic achievement of new students so that their academic performance (GPA), on time graduation rate and first state test attempts are comparable to their peers.
Follow up information/resources:
For the remainder of the school year, we will send out information related to the data, resources and other helpful information pertaining to our goals. See some example to the right and below regarding goal follow ups.

Student health/wellness:
As we begin to dive deeper into our goal for improving students overall health/wellness we are looking into what are the key concepts of healthy child/teen development as it relates to schools.

Here are some resources we've used to dive into this work:
http://developingchild.harvard.edu/science/key-concepts/
http://www.pbis.org/

New Students:
As you can see from the data above, the longer a student has been in ISD the more likely it is that they will earn an A in a course. The newest students also seem to be more likely to earn an F in courses.

Based on this information we've implemented some changes to support new students.

1. We identify who our new students are and communicate their names and entry dates to teachers. This provides teachers the opportunity to do extra check ins with those students early in the year. This allows teachers to connect students to academic support early. They may alert them to ISF HW labs, connect a student with a peer tutor, suggest releveling a course before it's too late, or other course specific interventions.

2. We have a new student event within the first month of school. At this event, we provide information about academic supports, offer meetings to check in with counselors, survey students to connect them to individualized supports (club information, athletic info, teen mental health counselor and much more) and provide a space for them to support one another.

3. We have students complete a "new student profile sheet" upon arrival. This profile asks students to reflect on their social and academic strengths/needs and then that information is shared with their teachers.