

School Name: Scriber Lake High School

Year: 2016-2017

School Theory of Action/Target Area

If we continue to be intentional about sharing the What/Why/How of our learning, then students will see the relevance of the work. Further, if we are also intentional about embedding SIOP strategies in our lessons, students will be more engaged with the work. If they see the relevance of the work and are more engaged with the work, they will take more ownership of their learning. If they take ownership of their learning, they will connect the What/Why/How of the lesson with their personal academic pursuits, and develop the skills to engage with school and society with a higher, more academic register. If they are motivated by their academic pursuits and have the skills to perform at high levels, they will increase their capacity to construct viable arguments, critique the reasoning of others, make inferences, draw conclusions, and compare texts.

Whole School Achievement Goal- as a result of this action:

Using the district KPI scores for “Percent of High School Students Meeting Grade Level Standards in English Language Arts”, for the 2016-2017 school year, the number of 11th-grade students NOT meeting the Career and College Ready cut score will decrease by 10%. In 2014-2015, 52.95% of our students didn’t meet the CCR cut scores; in 2015-2016 41.94% did not meet the CCR cut scores. Our goal will be for only 37.75% of our students to NOT meet the cut scores.

Target Monitoring:

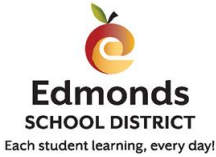
In addition, we have monitored how well our students do on the Targets related to ‘*Constructing Viable Arguments and Critiquing the Reasoning of Others.*’ We moved from, in 2014-2015 having some deficiencies in that area to, in 2015-2016 having those targets be the areas on the SBA that were “near the Proficiency standard” or “above the Proficiency standard” in all grades.

On the ‘*Analysis Within or Across Texts*’ Reading Target, our students performed “below the Proficiency standard,” which is why it appears as an area of focus in our Theory of Action.

Achievement Gap:

- **Measurement/Assessment:** In 14-15, 0% of 11th-grade Hispanic students met grade-level standard SBA ELA. In 15-16, 40% met grade-level standard.

| <i>Student Group</i> | <i>% Successful in 14-15</i> | <i>% Successful in 15-16</i> | <i>Goal % Successful (decrease the number not meeting standard by 10%)</i> |
|--|------------------------------|------------------------------|--|
| Comparison Group A White students | 70 | 68 | 71 |
| Comparison Group B Hispanic students | 0 | 40 | 46 |
| All Students | 47 | 58 | 62 |



Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Strategic Direction Focus Areas:

- X Effective Learning for All Students
- X Equity of Opportunity
- P-3rd Grade Early Learning
- X Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

- On-Time Graduation Rate
- Extended Graduation Rate
- Attendance
- Suspension/Expulsion Rates

School Vision/Mission:

Scriber Lake High School will ensure that all students become successful by helping them identify, develop, and maximize their strengths, skills, and talents.

School Demographics:

| From OSPI Website | 14-15 | 15-16 |
|----------------------------------|-------|-------|
| Male | 59 | 54 |
| Female | 41 | 46 |
| Hispanic | 22 | 23 |
| White | 61 | 56 |
| Black/African American | 4 | 6 |
| Pacific Islander/Native Hawaiian | 0 | 1 |
| 2 or More Races | 8 | 10 |
| Asian | 3 | 4 |
| American Indian/Alaskan Native | 0.7 | -- |
| Free/Reduced Lunch | 52 | 52 |
| SPED | 41 | 42 |
| ELL | 4 | 5 |

Also of consideration is the very impacted portion of our population. If you view just our students' 'Risk Factors' as defined by the district, which calculates the risk our kids have of not graduating based on GPA, Credits Earned, Number of Fs in high school, attendance rate, and discipline data, you will see that this population has some significant barriers.

| Risk Factor Data | 15-16 | 16-17 |
|--|-------|-------|
| % of Students with a 40% chance or higher of not graduating | 50 | 71 |
| % of Students with a 50% chance or higher of not graduating | 28 | 38 |
| % of students with a 60% chance or higher of not graduating | 27 | 36 |
| % of students with a 80% chance or higher of not graduating | | 12 |

See the following table for comparison data with the percentages of students at these levels in the other HSs in the district.

| District Students with a 50% Chance or Higher of Not Graduating | | |
|---|-------|-------|
| | 15-16 | 16-17 |
| SLH | 28% | 38% |
| MDH | 11% | 7% |
| MTH | 5% | 7% |
| LHS | 8% | 12% |
| EW | 7% | 10% |

Parent, Family, and Community Involvement in this Plan:

Families partner with us at every juncture, to the best of their ability. They come to our Info Nights, they come to Open House, they come for SLPs 3x/year, and they come as needed for individual student meetings. Parents are also part of our intervention plan, as Family teachers are in persistent communication with families.

Review and Analysis of Data:

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other: Status
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

- Our kids continue to have strengths in their ability to read, write, and speak grounded in evidence, per the Online Reporting System
- Our suspension rate remains low, as 96% of our students experienced no suspensions or expulsions.
- 100% of teachers who responded to February survey reported they use What/Why/How every lesson or nearly every lesson. In addition, 71% of our students reported being able to “see how the information [they are] learning in school can be used in real life” on the district-developed Student Opinion Questionnaire. The next highest average was 60% at MDHS.
- In the Student Opinion Questionnaire:
 - Culture & Respect: SLHS is significantly higher than all other HSs in students being encouraged to explore and talk about their culture and background, as well as the classroom experiences representing all groups.

| Comparative Data | % of students who 'Agree' or 'Strongly Agree' | | | | |
|--|---|-------|-------|-------|-------|
| | MDH | MTH | EW | LHS | SLH |
| I am encouraged to explore and talk about my culture and background. | 59.45 | 64.12 | 62.17 | 58.49 | 78.57 |
| My classroom experiences represent all cultural groups. | 71.55 | 76.44 | 74.12 | 73.44 | 88.88 |

- Future Plans: Adults at my school talk to me about my going to college -- at 85% at SLHS and next highest is 78% at EW.

| Comparative Data | % of students who 'Agree' or 'Strongly Agree' | | | | |
|---|---|-------|-------|-------|-------|
| | MDH | MTH | EW | LHS | SLH |
| I think I will graduate from high school. | 97.97 | 99.12 | 98.44 | 97.08 | 96.42 |
| Adults at my school talk to me about my going to college. | 70.71 | 69.91 | 77.98 | 73.28 | 85.18 |

- Interest in School and Learning: “I see how the information I am learning can be used in real life” is 71% and “I know when I do things correctly in my classes” is at 89%, and next highest is 87% at MDHS.

| Comparative Data | % of students who 'Agree' or 'Strongly Agree' | | | | |
|---|---|-------|-------|-------|-------|
| | MDH | MTH | EW | LHS | SLH |
| I see how the information I am learning in school can be used in real life. | 59.71% | 58.95 | 52.06 | 51.14 | 71.42 |
| My classes challenge me to think and solve problems | 85.88 | 90.3 | 89.45 | 88.96 | 81.48 |
| I sometimes get to choose what type of work I do in my classes. | 55.97 | 59.73 | 57.09 | 58.16 | 66.66 |
| I know when I do things correctly in my classes. | 86.54 | 87.11 | 83.91 | 83.27 | 89.28 |

- Opinions about School: “I feel like I belong in this school. I feel comfortable here.” is at 89%, and next highest HS is 84% at MTHS. “I enjoy coming to this school is 78%, versus 66% at MDHS.

| Comparative Data | % of students who 'Agree' or 'Strongly Agree' | | | | |
|---|---|-------|-------|-------|-------|
| | MDH | MTH | EW | LHS | SLH |
| Students treat each other with respect. | 62.86 | 60.71 | 60.19 | 57.98 | 59.25 |
| I feel like I belong in this school. I feel comfortable here. | 82.11 | 83.70 | 78.54 | 80.52 | 89.28 |
| Students who bully get in trouble. | 57.91 | 58.90 | 51.92 | 54.12 | 59.25 |
| I enjoy coming to this school. | 66.47 | 64.60 | 60.25 | 65.23 | 77.77 |

- Nearly 100% of 10th- through 12th-grade students are matriculated into SLH via Entry, and 100% of exited Entry kids can identify their plan for the future beyond high school
- 41% of our students met standard on the Algebra EOC, which is 1% higher than the district average and the same as the state average.
- We went from having 19% of our students in 2014-15 who had attendance at or above 90% to having 26% of our students who have attendance at or above 90% in 2015-16.

Prioritized areas of opportunity or greatest challenge based on the data:

1. Overall pass rate of SBA ELA is still 39% and the Math ELA pass rate is still 0%.
2. Overall graduation rate for 4-year and 5-year cohorts remain low: 23% and 34% respectively. (They were 25% and 30% in 14-15.)

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

As of time of publish, departments have not yet congealed around their goals. Will update as received.

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

| <i>Learning Opportunities for Students</i> | <i>Description of the Learning Opportunity</i> | <i>Schedule</i> |
|--|--|-----------------|
|--|--|-----------------|

| | | |
|--|---|----------------------------------|
| <p>As part of progress monitoring, what are you doing to help students who are still struggling?</p> | <ul style="list-style-type: none"> • Teachers will routinely follow up with Family teachers and the student's parent/guardian when class attendance and performance begin to fall. • Teachers update Skyward records every 10 school days. • Face-to-face conversations with IEP Monitors and General Education Teachers. • Whole staff participation in wrap-around support meetings that focus on problem solving/solutions/strategies. | <p>2x per month</p> |
| <p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p> | <p>Continue to provide enrichment opportunities within each subject area.</p> <ul style="list-style-type: none"> • SLHS Writing program • INSTEP • Continued individualized attention to our high level readers and writers • Mini-Courses • Addition of exploratory/pilot of music program in spring | <p>Per Student</p> |
| <p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p> | <ul style="list-style-type: none"> • Immediate access to SLHS School Psychologist, Counselors, Security Officer, Principal, and other staff members. | <p>Per student and incident.</p> |
| | <ul style="list-style-type: none"> • Entry Class immerses them in culture for their first quarter in school | <p>Every new Entry</p> |
| | <ul style="list-style-type: none"> • One teacher will be teaching the 9th-grade students first semester in English; first-semester 9th-grade students will also have an Entry class. | <p>Yearlong</p> |
| | <ul style="list-style-type: none"> • YFN work continuing... | <p>Yearlong</p> |
| | <ul style="list-style-type: none"> • STEP provides a soft and secure landing for students who are struggling. | <p>Yearlong</p> |
| | <ul style="list-style-type: none"> • Leadership Class will provide space for student-led initiatives and further alignment with school goals. | <p>Yearlong Yearlong</p> |

| <p><i>Learning Opportunities Provided for Staff Specific to the School Target</i></p> | <p><i>Description of the Learning Opportunity</i></p> | <p><i>Schedule</i></p> |
|--|--|--|
| <p>Whole staff learning opportunities to support the focus and intentionality of this Goal.</p> | <ul style="list-style-type: none"> • Training around ACEs, Trauma-Informed Practices, and Conscious Discipline • Training around SIOP strategies | <ul style="list-style-type: none"> • Yearlong, during staff meetings and PD days • Yearlong, during staff meetings and PD days |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • Classroom observation feedback on SIOP strategies | <ul style="list-style-type: none"> • Yearlong as part of evaluation / observation / informal walk-throughs |
| <p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p> | <ul style="list-style-type: none"> • Homeroom training in October • Collaborative time monthly for departments to analyze data and review progress toward goals • Canvas and other Chromebook integration PD offerings • Motivational Interviewing and 17 Questions work during Collaborative Time | <ul style="list-style-type: none"> • October • Monthly • Bi-monthly • Monthly |