

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

School Name: Scriber Lake HS

Year: 2018-2019

School Theory of Action/Target Area

If we share the What/Why/How of our learning and are intentional about using practices that are culturally responsive, trauma-informed, honor all life domains; then students will develop self-esteem, self-advocacy skills, and will see the relevance of the work. If students see their work as relevant, they will be more engaged with the work. If they are more engaged with the work, they will take more ownership of their learning. If they take ownership of their learning, they will feel competent and confident to meet their goals for their current schooling and beyond, 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 use language well and specifically writing and revising texts**, and ultimately will be literate, vital members of society with an important contribution to make.

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

Compared to 2017-2018 percentages of students not meeting the Career and College Ready cut scores (50%) in the 2018-2019 school year , 55% of our students who take the test will meet the CCR cut scores on the SBA English Language Arts assessment.

Opportunity/Achievement Gap:

- **Measurement/Assessment:** One set of goals to address our Opportunity Gap is to pull out the highest performers (White & Asian) and compare them to non-White and non-Asian students, and compare their performance on the SBA ELA.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students	50%	55%
Comparison Group A Non-White & Non-Asian	32%	38%
Comparison Group B White & Asian	68%	71%

Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

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

Specific Commitment Focus Key Performance Indicators:

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- STAR Assessment Reading Data: we are aligning our practices in our Sustained Silent Reading courses year, and predict high gains in reading levels because of this, which will also impact our gap group. We have 3 benchmarking windows this year for STAR assessments.**
- STAR Assessment Math Data: Our students will take this computer-adaptive assessment 3x this year as well. Results will impact the instruction of all teachers, but particularly those who teach math and our Special Education Staff.**
- Panorama Student Survey Data: as part of our Trauma-Informed Practices (TIP) grant, we are working on baseline data gleaned from last year’s cohort of students, which showed that our students are ranked in the 0-19th percentile in the following areas compared to 10,000 students across the US: Self-Management 58%, Social Awareness 52%, Growth Mindset 45%, Grit 41%, Self-Efficacy 38%, Learning Strategies 37%, and Emotion Regulation 35%. We will administer this twice during this school year.**
- Attendance Data: We are making families aware of chronic absenteeism and giving ‘nudges’ to students and families whose attendance rates drop below 90%.**
- Suspension/Expulsion Data: as part of our TIP consultancy, we monitor the number of office referrals, and we are also sent monthly data on discipline and risk factors.**
- Status Data: we monitor the amount of students passing their classes, and therefore the credits being earned, each Session (4.5-week period) or Quarter.**

School Vision/Mission:

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

School Demographics:

From OSPI Website*	14-15	15-16	16-17	
Male	59	54	56	52
Female	41	46	44	48
Hispanic	22	23	25	22
White	61	56	59	58
Black/African American	4	6	4	6
Pacific Islander/Native Hawaiian	0	1	1	1
2 or More Races	8	10	8	8
Asian	3	4	4	5
American Indian/Alaskan Native	0.7	--	--	--
Free/Reduced Lunch	52	52	51	48
SPED*	41	42	46	42
ELL	4	5	4	5

*This data includes two specialized district programs: the VOICE program, which is a full-time self-contained transition program for students aged 18-21 with mild to medium disabilities that equips them with skill for work and life, and a LifeSkills program for students with medium to severe cognitive and developmental disabilities who are primarily non-verbal. As all the students in these programs have IEPs, the ratio of SPED students to non-SPED students on our campus is high. Our IEP/non-IEP saturation outside that program is ~30%.

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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	17-18	18-19
% of Students with a 40% chance or higher of not graduating	50	71	65	68
% of students with a 60% chance or higher of not graduating	27	36	41	48
% of students with a 80% chance or higher of not graduating	n/a	12	15	23

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

District Students with a 60% Chance or Higher of Not Graduating			
	16-17	17-18	18-19
SLH	38%	46%	48%
MDH	7%	12%	9%
MTH	7%	9%	85
LHS	12%	12%	14%
EW	10%	9%	10%

Parent, Family, and Community Involvement in this Plan:

Our parents and community partner with us through several touchpoints throughout the year. They are interested in supporting activities that increase not only our academics, but also enrichment opportunities, community-building activities, and the social-emotional learning of our students.

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

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|--|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> District Assessments | <input checked="" type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Other: Status Data (credits earned) |
| <input checked="" type="checkbox"/> School Assessments | <input checked="" type="checkbox"/> Attendance Data | |
| <input type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Discipline Data | |
| <input type="checkbox"/> SAT/ACT | <input checked="" type="checkbox"/> Staff Perceptual Data | |

Summary of strengths or greatest progress based on the data:

- Students continued to show a strength in providing key details on the SBA ELA. There are also no areas on the ELA exam where kids showed backwards movement in their performance relative to proficiency.
- Panorama data show that, although our students struggle to regulate their emotions (among other deficits), our staff feels their professional learning is ongoing and strong (61% favorable), and that the

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<p>school climate is also very strong (59%). Further, when compared to other high schools with similar demographics, our scores in these areas rank in the 80th-100th percentile in the nation.</p>
<ul style="list-style-type: none"> • Student survey data continue to show that we are using best practices to reach our students and their attitudes on school do an almost 100% turnaround once they come to SLHS.
<ul style="list-style-type: none"> • We reviewed scale score improvement on the SBA ELA test. For students who have taken the test more than one time, they averaged a 37-point scale score improvement from the first time they took the exam to the most recent. Of these 24 students, 16 improved their scores, 1 stayed the same, 7 got a lower score.
<ul style="list-style-type: none"> • Although our attendance rate remains a challenge, last year our attendance rate improved overall by 7%.

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

<ul style="list-style-type: none"> • Our overall pass rates on the SBA ELA went down from the year prior. There are issues with mobility and cohort data that make the comparison challenging, particularly if you're going to compare us with other high schools.
<ul style="list-style-type: none"> • Although more students passed the Math SBA than did the year prior, it is still below 15%.
<ul style="list-style-type: none"> • There were 7 students who went backwards on their subsequent attempt(s) on the SBA ELA. Our goal is to have everyone more forward, and this year to use STAR data to monitor progress.

State Participation Rate: 95% participation required [Click here to enter text.](#)

<input type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p> <ul style="list-style-type: none"> --Offer students multiple options for testing --Offer students flexibility in timing of testing --Communicating w/students and families about the testing --Giving 'Why Try' lessons in anticipation of testing --Supporting students with intermittent STAR assessments and building skills and confidence between benchmarking windows --Work with students on the relevance of their education, focusing on their hopes and dreams, and their tests will eventually become important to them 	

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

DRAFT Goals from departments still coming...

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>
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<p>As part of progress monitoring, what are you doing to help students who are still struggling?</p>	<ul style="list-style-type: none"> • All-school Tier I interventions include supporting developing literacy through our SSR class • Use of STAR reading data to progress monitor • Use of Appreciative Inquiry to help motivate and inspire students who have become disillusioned by the barriers to their progress • English and Math COE classes for qualified students to support them in meeting the state testing requirements • Mini-Courses to allow students to pursue passions and education in tandem • Offer several LS Math, LS English, and Learning Strats/Org Skills for students with those goal areas on their IEPs • Collaboration with the Seattle Repertory Theater on August Wilson’s ‘Fences’ • Collaboration with Gilder-Lehrman Institute on <i>Dear Evan Hansen</i> • Frequent grading periods and Student-Led Conferences • Wraparound services (to the extent we’re able) to struggling students: counseling, social support, outreach to community, Prevention/Intervention services on campus, SSA services, WISE Team participation, etc. • STEP Transition Program • Intensified Algebra is our only yearlong class as SLHS; this year we have also added the AgileMinds Intensified Geometry course 	<p>Sept – June</p> <p>Benchmarking windows in Oct, Feb, and June</p> <p>Ongoing</p> <p>1.0 Math COE class Sem1; .5 English COE class Quarters 2 and 3</p> <p>1 week in Nov; 1 week in Apr</p> <p>Yearlong</p> <p>Oct-Nov</p> <p>Nov-Feb</p> <p>Ongoing</p> <p>Yearlong</p> <p>Yearlong</p> <p>IA: Yearlong; IG: Semester-long</p>
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<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<ul style="list-style-type: none"> • Cultivating a vibrant and responsive library to propel students' interests in fiction and non-fiction reading • Mini-Courses to allow students to pursue passions and education in tandem • Differentiation for students whose work exceeds their grade-level peers via leveled essay prompts and test/essay questions (SS) • Scriber Book Personal Narrative/Publishing • Collaboration with the Seattle Repertory Theater on August Wilson's 'Fences' • Collaboration with Gilder-Lehrman Institute on <i>Dear Evan Hansen</i>' • Hidden Winner and Student of the Month recognition • INSTEP • CBL Program 	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Oct-Nov</p> <p>Nov-Feb</p> <p>Monthly</p> <p>Quarter 4</p> <p>Yearlong</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"> • Scriber Book Personal Narrative/Publishing • School-wide agreements on SSR initially, and branching out into other agreements/periods • Implementation of an SEL curriculum (CharacterStrong) as part of grant from Snohomish County • As part of 'indoctrination' to the culture at SLHS, students enter by coming through the Entry program, which helps to acclimate them to our school, and also assists them as they discover their own learning styles and set goals for themselves; these groups tend to bond tightly and remain so for the duration of their careers at SLHS 	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Each cohort's first quarter</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"> • Trauma-Informed Practices Consultancy • Whole-school collaboration around SSR • Back-to-School retreat day in addition to other time 	<p>Jan 2018-December 2019</p> <p>Yearlong</p> <p>August 2018</p>

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	<ul style="list-style-type: none"> • Virtual On-Site PD with STAR assessment company on reading class test results and interpreting implications, and also strategies to address the pervasive deficiencies of each class 	Nov-June
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.</p>	<ul style="list-style-type: none"> • TILT Team, providing leadership and guidance to consultants • Administrator coaching and feedback • Release/participation of staff in Equity, COE, Intensified Algebra and Intensified Geometry collaborative groups, • TierIII Low Grade Rate Comprehensive Support 	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Yearlong</p>