



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Scriber Lake High School**

**Year: 2019-2020**

## Section I: School Mission, Vision, and Demographics:

**School Mission & Vision:** The vision, mission, and values of Scriber Lake were developed, implemented, and maintained based on the students we serve. Our mission: Scriber Lake High School will ensure that all students become successful by helping them identify, develop, and maximize their strengths, skills, and talents. We envision that all adults working in this environment understand the fragility, the level of trauma, and the academic needs of learners, and that they are met with a level of genuine care and acceptance, and a desire to move students to where they need to be.

### School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	261	NA	Two or More Races	21	8.05%
American Indian/Alaskan Native	2	0.77%	English Language Learners	14	5.36%
Asian	12	4.60%	Homeless/ McKinney- Vento	18	6.90%
Black/African American	11	4.21%	Low Income	142	54.41%
Hispanic/Latino	55	21.07%	Section 504	22	8.43%
Native Hawaiian/Other Pacific Islander	5	1.92%	Students with Disabilities	121	46.36%
White	155	59.39%	Student Mobility	37	14.18%

\*The data in this table is from the 18-19 school year.

**Contextual Information:** It bears to mention that we have a population whose mobility rates, MKV rates, Low Income / F/R lunch rates, and rate of IEPs is far beyond that of any other high school in the district.

	EWHS	LHS	MHS	MTHS	Avg of Comp HSs	SLHS	Diff btw Comp HS Avg & SLHS
<b>IEPs</b>	12.14%	16.16%	10.19%	11.23%	12.43%	46.36%	33.93%
<b>Mobility</b>	2.82%	3.38%	4.05%	4.02%	3.57%	14.18%	10.61%
<b>Low Income</b>	32.85%	45.72%	37.43%	31.26%	36.82%	54.41%	17.60%
<b>MKV</b>	2.25%	1.31%	2.29%	1.52%	1.84%	6.09%	4.25%

We love our school and our community. Our work is very hard, yet very rewarding because the successes of our students are so sweet. So although the challenging demographic data listed above and the achievement data below may paint a picture of a school that makes some gains, falls behind, gets ahead, and is generally all over the place, we refuse to be defined by the numbers on the page. We take what is in the locus of our control and set goals to help students focus on their hopes and dreams, and get to the goal of graduation and preparation for what faces them after high school. We treat each individual student with the care and respect they deserve and maybe haven't felt in their previous schools.

**Student, Family and Community Involvement in Plan:** Our students and families have the opportunity to give input via school- and district-based surveys annually. We use these data points to direct our goal-setting. We also have strong alliances with community organizations that support our school based on student/family need. We invest time to make sure these groups know our school's priorities and their financial support aligns with our goals.

## Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Compared to 2017-2018 percentages of students	Narrative: we set this goal as school started in the fall of 2018 once scores were in. As the year progressed, these
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<p>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.</p>	<p>data shifted and changed. Currently, listed on the district's Key Performance Indicators, in 17-18 we achieved at a rate of 39.58%, and the KPI measure for the 18-19 school year shows an increase of 22.48%, to 62.06%. If we look at the OSPI Report Card, it appears that the rate of proficiency on the English Language Arts SBA decreased from 51.0% proficient to 43.5% proficient.</p>
<p>One set of goals to address our Opportunity Gap is to pull out the highest performers (White &amp; Asian) and compare them to non-White and non-Asian students, and compare their performance on the ELA SBA. In 17-18, 32% of non-white and non-Asian students met standard on the ELA SBA; comparatively, 68% of white and Asian students met standard.</p>	<p>The data available to inform this goal show that the percent of current 11<sup>th</sup>-grade students who met standard on the ELA SBA taken in 18-19 school year are as follows:</p> <ul style="list-style-type: none"> <li>• Asian: -- (n&lt;10)</li> <li>• Black/African American: -- (n&lt;10)</li> <li>• Hispanic: -- (n&lt;10)</li> <li>• American Indian/Native Alaskan: -- (n&lt;10)</li> <li>• Two or More Races: -- (n&lt;10)</li> <li>• Native Hawaiian/Other Pacls: -- (n&lt;10)</li> <li>• White: 42.3% (n=26)</li> </ul> <p>Because the number of students in nearly every subgroup is less than 10, that data must be suppressed. However, based on internal data, 44% of white and Asian students met standard, and of the non-white and -Asian students, the representation is very low, yet they have a proficiency rate of 43%. Although it's not entirely sound, if we do use our (suppressed) non-white and -Asian student achievement data, they show an increase of 11%, from 32% to 43%. The comparison group (white and Asian students) moved from 68% to 44%, which was an overall decrease of 24%.</p>

How has the progress described above informed your school's improvement planning for this school year?

**As a targeted high school for support from OSPI for having an on-time graduation rate of lower than 65%, our goals are clear: increase the on-time graduation rate, increase the social-emotional skill levels of our students, and increase the skills of our students in literacy and math.**

### **Section III: Needs Assessment**

Due to the need to submit a SIP to OSPI early in 2019, included below is the SLHS Needs Assessment compiled for and submitted to OSPI.

#### **1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**

Scriber Lake is a school community with several programs included in our entity, all which contribute to our graduation rate.

→ Scriber Lake High School: a school of choice with about 180 students. We cater to students who have found the large high-school setting unsuccessful, for the large part, and come through an application process. New cohorts of students begin every quarter.

→ STEP Program: a partial-day transitional educational program for students who have been away from the educational setting for awhile and are transitioning back into school. This program has 20-30 students enrolled at any given time, and they come to us through a brief interview. We have rolling enrollment for these students and they are supported by 1 teacher and 1 paraeducator.

→ SLHS Intensive Learning Support Program: a program for students with pervasive emotional and behavioral IEP needs with about 10-15 students. These students are placed here and their staff includes 1 teacher and 2 paraeducators.

→ SLHS LifeSkills Program: a program for approximately 10 students with more severe and profound cognitive and behavioral needs, all with autism. We have about 13 staff in this program--1 teacher, several paraeducators, and a couple contracted behavior techs.

- Student Performance: On state assessments, our students tend to perform poorly. In 17-18, 50% of our students met the Career and College Readiness cut scores on the ELA SBA and 4% met the same standard on the Math SBA. Locally, our school recently incorporated a progress monitoring system, STAR for the 2018-19 school year in an effort to address skill levels of our entire student body. We have had one school benchmark, which took place in the first week of October. Data for reading and math represent approximately two-thirds of our SLHS student body. Grade equivalent (GE) averages mentioned above were at 7.3 for reading, and 6.2 for math. The summary data report for reading indicates 67 of the 113



students tested showed a GE between 4.0 and 8.9, with the next largest average indicating 18 of our students showed a GE of 12.0 - 12.9. Similarly, the summary data report for math indicates 53 of the 101 students tested showed a GE between 3.0 and 6.9, with the next largest average indicating 18 of our students showed a GE of 12.0 - 12.9. What we can glean from this data is that it reflects the SBA data, and is a strong indicator that we need to focus on building an intervention program to address skill deficit. This data represents about two-thirds of our student population and it allows us to determine or estimate when students who show remedial level scores may have started struggling academically prior to their arrival at Scriber. As the benchmarking window was only one week long, we were not able to assess every student based on absences, resistance to the testing, or other environmental factors.

**2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

- Root Causes: The nature of our school is that students come to us because of their inability to be successful in the comprehensive school model. The majority of our school population can be those students named by Zaretta Hammond in Culturally Responsive Teaching and the Brain as those who have traditionally felt “marginalized, academically abandoned, or invisible in the classroom” and therefore have experienced educational deficits throughout their education, and have skill gaps that are in need of robust intervention. Our students come to us presented with ongoing outside challenges, including a high rate of depression and anxiety, coping with substance-abuse issues either by family members or themselves, higher-level behavioral challenges, family separation issues (immigration, incarceration, abandonment, death, etc.), court involvement and monitoring, and many bear a fair share of home responsibilities, and more. When we review SBA achievement data disaggregated by ethnicity, this becomes even more profound. Our identified Opportunity/Achievement Gap group clearly reflects this, as on the Spring 17-18 SBA ELA assessment (50% proficiency school-wide), 68% of our white and Asian students met standard, and 32% of our non-white and non-Asian students met standard. When students find us, most finally do feel the relief of being somewhere where they’re seen and heard, and trusting relationships are built, as evidenced by results from our student climate survey, where 94% of students surveyed report they “feel like they belong at this school” and 96% feel they believe the adults at this school care about all students. Also in the spring of 2018 we administered the Panorama student survey, where when compared with 10,000 students nationally, our students scored in the 0-19th percentile in every area we selected: Emotion Regulation, Grit, Growth Mindset, Learning Strategies, Self-Efficacy, Self-Management, and Social Awareness. Clearly our students



have significant SES challenges to overcome. Finally, we want to highlight that our students' average attendance rate is right around 65-70% annually. As described in our learner profiles below, this rate is usually monumentally higher than it is when compared to their prior attendance rates, but having our students here even more is a priority. Our school environment is centered around implementation of trauma-informed practices, for we know that this work will reap benefits in creating a safe space for students to learn, take risks, and move the needle on their overall success, attendance rate, and skill recovery.

**3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population.**

a. *What strengths do they possess?* This student is currently a senior who came to us at the beginning of his junior year with 1.85 credits and has earned a full 15 credits since his arrival. He had been to two different district comprehensive high schools before he found his way here. His prior attendance rate was 63%, and now is 85%. Staff look to this student as a leader, a positive male role model for other students in our school (particularly younger males). He is resilient and keeps his eye on graduation, while being realistic about the timeline.

b. *What challenges do they face?* He has had a lot of mobility and unstable housing due to his parents' divorce and mom's single-parent income fluctuations. This is his most consistent high school. He has been unable to meet standard on the state assessments required for graduation. However, through COE in both English and Math, he will meet standard required for graduation.

c. *What are some important relationships in their life?* He has close relationships with both parents, and is closest with his mom. He also has strong relationships here at school with his Family teacher, his counselor, the Student Support Advocate, the principal, and several other staff members. He also has close relationships with many peers; some of them are positive influences and some are not.

**C. Additional Data Required**

**State Participation Rate: 95% participation required**

<input type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<b>X Area of Opportunity (less than 95% participation)</b>
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**If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:**

- 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**

## **Section IV: Theory of Action**

**Theory of Action: 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.**

**Rationale:** There is a strong research base for implementing trauma-informed and culturally-responsive practices, as Adverse Childhood Experiences (ACES) alter brain development, and therefore students' sensory systems, threat detection, emotional regulation, and reward anticipation are all impacted. With a student population with a high rate of ACES, delving into the effective implementation of these practices provides the most leverage for our students' educational journeys. When we use trauma-informed multi-tiered systems of support, and we implement in tandem social-emotional learning, common language and expectations, emotional and physiological regulation, restorative practices, understanding ACES (trauma-informed practices), culturally responsive and identity-safe pedagogy, and universal screening and data-driven practices, then our students will be most able to access rigorous, differentiated core content, which will lead to learning at deeper levels and achieving higher and higher outcomes.

Sources:

There is a growing body of research that supports this work. Some sources of this research include work done by Clay Cook, PhD, Felitti & Anda, Carol Dweck, Paul Tough, Kathy Beland (Second Step), Teicher, Z. Hammond, John Hattie, and so many more.

## **Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)**

### **A. Whole School Achievement Goal(s)**

- **As a result of our efforts around on-time graduation, the on-time graduation rate for SLHS will increase to over 50% in the 21-22 school year.**
  - The on-time graduation rate for 2014 was 25%
  - The on-time graduation rate for 2015 was 23%
  - In 2016, it was 21%.
  - In 2017, it was 33%.
  - In 2018, it was 36%.
  - Unofficially, for 2019 it appears as if it will be at about 39%.
- **As a result of our efforts around increasing the social-emotional skill levels of our students, as measured by the Panorama survey in the areas of our students' greatest need:**
  - Students' ability to regulate their emotions will increase to 40% in the 19-20 school year, up from 35% in 18-19. Over the 3-year period, their scores in emotional regulation will increase by 5-7% annually.

- Students' ability to utilize effective learning strategies to manage their own learning processes will increase to 41% in the 19-20 school year, up from 37% in 18-19. Over the 3-year period, scores in learning strategies will increase by 3-5% annually.
- Students' belief they can succeed in achieving academic outcomes, or self-efficacy, will increase to 43% in the 19-20 school year, up from 38% in the 18-10 school year. Over the 3-year period, scores in self-efficacy will increase by 3-5% annually.
- As a result of our efforts around increasing students' ability levels in literacy, the overall rate of students meeting standard on the state ELA SBA will increase by 5% from 43.5% meeting standard in 18-19 to 48.5% in 19-20. Over the 3-year period, the amount of students meeting standard will increase by 3-5% annually.
- As a result of our efforts around increasing students' ability levels in math, the overall rate of students meeting standard on the state Math SBA will increase by 3% from 7% meeting standard in 18-19 to 10% in 19-20. Over the 3-year period, the amount of students meeting standard will increase by 3-5% annually.
  - Of note: with the new Graduation Pathways opportunities for students, we have elected to focus on the dual-credit College in the High School option for students to show proficiency in math and therefore achieve their high-school graduation milestone.

**B. Opportunity Gap Goal(s):** Due to the low numbers of students in nearly all demographic categories, data is not readily available disaggregated by race/ethnicity, categorical programs, etc.

## Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Administer Universal Screener for Reading	Students will take progress monitoring assessments in reading 3 x /year to assess their growth in reading ability	Late Sept-Early Oct Late Jan-Early Feb June

<p><b>Implement Reading Practices during Sustained Silent Reading to Foment Literacy Development</b></p>	<p>Use scaffolded prompt slides that tie to SEL lessons          Have students keep logs to reflect on their reading          Use reading conferences with the teacher to move students to next appropriate developmental level, based on STAR reading scores</p>	<p>Yearlong          Infused in staff PD</p>
<p><b>Administer Universal Screener for Math</b></p>	<p>Students will take progress monitoring assessments in math 3 x /year to assess their growth in reading ability</p>	<p>Late Sept-Early Oct          Late Jan-Early Feb          June</p>
<p><b>Administer Interim Assessment Blocks in Math</b></p>	<p>Teachers will participate in unpacking standards, selecting the assessment, and monitoring student learning, while simultaneously preparing students for SBA testing experience</p>	<p>January and May</p>
<p><b>Professional Learning Teams Centered on Reducing Skill Deficiencies in ELA/Math</b></p>	<p>All classroom-based certificated staff will organize into PLTs that align with the school goals</p>	<p>Yearlong, ongoing PD to support staff in PLT function and purpose          PLTs meet every week or every 2 weeks</p>
<p><b>Administer Universal Screener for Social-Emotional Skills</b></p>	<p>Students will take Panorama student survey covering 8 key skills areas</p> <ul style="list-style-type: none"> <li>• SIBS/SEBS screeners will also be completed by staff 3x/year; data is used twofold: 1) to give progress monitoring updates to all staff on effectiveness of SEL strategies/trauma-informed practices/school-wide agreements, and 2) to identify the most impacted internalizers and</li> </ul>	<p>Spring 2020</p> <ul style="list-style-type: none"> <li>• Early Oct</li> <li>• Late Jan</li> <li>• Late May</li> </ul>

	<p>externalizers in our student body and implement intervention strategies that support students in overcoming barriers to their social-emotional well-being and academic success</p> <ul style="list-style-type: none"> <li>• Annual Student Climate Survey will also be administered to provide longitudinal data on school climate</li> </ul>	<ul style="list-style-type: none"> <li>• March</li> </ul>
<p>Implement ALEKS to address students' skill gaps in math</p>	<ul style="list-style-type: none"> <li>• Purchase ALEKS system</li> <li>• Dedicate Parall to running a math support lab</li> <li>• Assign all students enrolled in math classes an ALEKS account to address they myriad skill gaps so their intervention can be individualized and at their level</li> <li>• Assign monitoring privilege to IEP monitors so they can see the present levels and growth over time in math for their students who have goals in math</li> </ul>	<ul style="list-style-type: none"> <li>• Sept</li> <li>• Yearlong</li> <li>• Semester by semester</li> <li>• Yearlong</li> </ul>
<p>Implement School-Connect Social-Emotional Curriculum</p>	<ul style="list-style-type: none"> <li>• School-Connect author and presenter Keeth Matheny delivers full-day retreat/workshop</li> <li>• Family teachers will teach a School-Connect SEL lesson every Monday school is in session. Teach all of Module 1 and half of Module 2 in first year; teach the rest of Module 2 and all of Module 3 in second year. Start over with Module 1 in 2 years.</li> </ul>	<ul style="list-style-type: none"> <li>• August</li> <li>• Mondays</li> </ul>

	<ul style="list-style-type: none"> <li>• Ongoing PD and lesson previews to ensure fidelity of curriculum.</li> <li>• All 8 Entry classes will spiral through a series of 'essential lessons' while continuing to focus on 1) Who Am I?, 2) Where Am I Going?, and 3) What Do I Have to Declare?</li> </ul>	<ul style="list-style-type: none"> <li>• Yearlong during PD; preview lessons Friday mornings</li> <li>• Yearlong</li> </ul>
<b>Implement School-Wide 'Cell Phone Spa' Practice</b>	<b>Students will not have access to their cell phones during instructional time, as it interrupts the learning process and contributes to dysregulation in students</b>	<b>Yearlong</b>
<b>Continue to Use Positive Greeting at the Door as a Tier I Intervention</b>	<b>Daily positive greeting that recognizes student, offers pre-correction if needed, and sets students to their Entry Task</b>	<b>Daily, Yearlong Infused in staff PD</b>
<b>Continue to Use Pre-Correction as a Tier I Intervention</b>	<b>Telling kids the expected behaviors for a certain class period or activity put the image of them doing the right thing (vs. calling out the incorrect behavior and putting that image in their minds)</b>	<b>Daily, Yearlong Infused in staff PD</b>
<b>Continue to Use Wise Feedback as a Tier I Intervention</b>	<b>Kids who have been 'left behind' in their learning need to build confidence so they can build competence. Their growth as a student relies on the relationship and trust they have with their teacher, who then is in a position to push them to their next level.</b>	<b>Daily, Yearlong Infused in staff PD</b>
<b>On-Time Graduation Meetings</b>	<b>Administrator or designee (poss counselor) meets with every potential graduate and a parent to lay out the plan for the year, including making a plan for any</b>	<b>October-November; revisit in spring</b>

	outside credits that need to be earned	
Staff Perform 1:1 Checks for Individual Students	4x/year, 2x in person and 2x electronically, student-led conferences are conducted	Oct, Mar (in person) Jan, May (electronic)
Opt-Out Half Days for Graduating Seniors	All graduating seniors with outstanding credit will stay after school on half days, which will be staffed by paraeducators	Nov, Dec, Jan, Feb, Apr (2), May
Offer Credit Retrieval Opportunities	Embedded in SLHS Program: <ul style="list-style-type: none"> <li>• Mini-Courses</li> <li>• Competency-Based Learning</li> <li>• Offered outside of regular school day</li> </ul> Access to eLearning, college classes, etc. also	Yearlong
Offer Summer SLAM Week for Students to Finish Outstanding Coursework (get to passing) or Complete Credit Retrieval	For the first full week after school gets out, staff will be here (3 cert; 1 class) to assist students to get to passing on these items.	June 22-26
Establish and Implement New Onboarding Process	Students will be expected to attend a series of pre-enrollment meetings as well as maintain a minimum attendance average of 80%	Yearlong 8x/year Information Nights 8x/year Orientation Nights

**Plan for Years 2 & 3:** Based on student data, we will continue to implement the school-wide (Tier I) strategies we have all agreed to, and further, we will align and strengthen our Tier II strategies. We will continue to use the School-Connect SEL curriculum and monitor and adjust the lessons based on student data.

## **Section VII: Grade Level/Specialist/Department Goals**

### **Grade Level/Department/Team: CTE Media Arts, Art, and Personal Finance**

**Goal: CTE Media Arts and Personal Finance will support the school instructional goals by awarding art/CTE credit per student as earned. Department will continue collaborating with staff, to create a critical mass when teaching the SEL weekly lesson and attend the SEL meetings when possible and participate in related discourse by referencing the vocabulary and concepts in CTE instruction, and by incorporating ELA via a collaborative staff group that includes Art, English, and Librarian personnel.**

**We will measure this formatively by: written and verbal response to on-subject questioning and follow-up with discussion. In addition to subjectively assessing students' progress, keeping in mind their varying skill levels and their culture.**

**We will measure this summatively by: using checklist and rubrics to determine if students are meeting, not meeting, or approaching standard.**

**Action steps we will take to meet our goal: by expediting on-going written tasks as entry and exit tasks and vocabulary building strategies, greet each student daily, join the Friday SEL team meetings and make regular reference to current SEL lesson/student activity, and bridge ELA, visual arts and CTE through collaborative projects with purpose to improve instructional practice through collaborative goals (via a specific student activity and complementary lessons.)**

**Technology — this is how we will use technology to support meeting our goal: Frequent use of Canvas for classes, this includes daily warm ups and discussions. Students will ask to check Skyward, and student work will be shared on the district/school website. We will also work in groups, and share digital media through our Google drive. Staff collaborative materials will be shared via Canvas or through Google.**

## **Grade Level/Department/Team: Mathematics**

**Increase student achievement data by 3% from 4% meeting standard in 2018-19 to 7% in 2019-20.**

**Scriber students need to be better prepared to take the mathematics SBA. Students' scores on the mathematics SBA will improve if they practice answering the same types of questions presented on the SBA.**

**Practice questions will require students to 1) recognize and understand mathematical vocabulary embedded in assessment questions, 2) learn to construct viable arguments that prove they have found the best possible answer using data presented in the questions, and 3) to learn to critique the reasoning that others use to justify their answers presented in assessment questions.**

**We will measure this formatively by: Math teachers will work collaboratively to identify problem-solving strategies and models that are useful to answer complex and multifaceted questions presented on the SBA. All math teachers will give lessons to teach students problem-solving strategies by breaking them down, then reinforce the skills by offering assessment questions that can be solved using the prescribed strategies.**

**We will measure this summatively by: IAB's (Interim Assessment Blocks). Math students in algebra and geometry classes will take subject-specific Interim Assessment Block (IAB) online exams that use questions similar to the SBA. By practicing IAB quarterly to make them practice more SBA like questions. Then checking the data to close their gaps before SBA.**

**Action steps we will take to meet our goal:**

- Practicing IAB to let students solve more SBA like problems,**
- Practicing how to break problems into small pieces to understand better, and,**
- Use the online mathematics program ALEKS to reinforce prior learning and reteach misconceptions.**

**Technology — this is how we will use technology to support meeting our goal: Students will use their Chromebook during IAB's which will allow them to practice SBA-style questions. Also, students will use their Chromebooks for the online mathematics program ALEKS to reinforce prior learning and reteach misconceptions.**

**Department/Team: 9-12 / Physical Education & Health**

**Goal:** By the end of the school year, students will be able to follow the routine (cell phone spa, backpacks put away, respect Headspace time, warm-ups followed by the game/activity for the day) and be able to discuss the importance of movement to their overall health and life.

**We will measure this formatively by:**

- **Observations**
- **Self-reflections/Grading self on rubric Boswell uses**
- **Assignments**
- **Discussions**

**We will measure this summatively by:**

- **Why It's Important To Move Class poster (students research the WHY of movement on the physical, intellectual, emotional, social, environmental and occupational wellness dimensions)**
- **5 Fitness Component Brochure**
- **Grading Rubric**

**Action steps we will take to meet our goal:**

- **Cell Phone spa in BOTH teaching spaces**
- **Encourage routines from DAY ONE!**
- **Self-grading/reflection every Friday**
- **Scaffold poster, brochure**

**Technology — this is how we will use technology to support meeting our goal:**

- **Students can use their Chromebooks to self-grade/reflect**
- **Chromebooks for projects/research**
- **I use technology for Headspace, attendance, music as classroom management tool**

## **Grade Level/Department/Team: English**

**Goal: We will increase students' writing ability by applying strategies such as:**

- \*establish and support a claim;**
- \*organize and cite supporting evidence;**
- \*provide appropriate transitional strategies;**
- \*acknowledge counter-arguments;**
- \*use appropriate vocabulary**
- \*use appropriate grammar**
- \*revise/edit individually and in a peer setting**

**The emphasis will be on the writing process and student progress rather than mastery.**

**We will measure this formatively by: We will follow a four-step process: rough draft, student edit, teacher edit/suggestions, and final draft. At each step, we will subjectively assess students' progress, keeping in mind varying skill levels.**

**We will measure this summatively by: We will use checklists rather than rubrics to ascertain if the students are not meeting, meeting or approaching standards, keeping in mind varying skill levels.**

**Action steps we will take to meet our goal: All students will follow the four-step process for writing. Struggling students will be given extra time, peer mentoring opportunities, and individual time with teachers, paraeducators, staff or others such as mentors and/or volunteers.**

**Technology — this is how we will use technology to support meeting our goal: Final drafts will be word-processed using Google Docs or Word following MLA format.**

## **Department/Team: Learning Support, Intensive Learning Support, and LifeSkills**

**Goal: To increase individual student academic and/or social-emotional skills by working towards individual IEP Goals. Student goals will be written utilizing STAR Reading and Math Scores, SIBS, SEBS, classroom-based assessments, observation, and progress.**

- 1) The IEP Monitors will distribute IEP Goals, Accommodations, and Modifications, with each IEP student's teachers in order to ensure that all**

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- teachers are aware of all students' academic and/or behavioral goals, as well as necessary modifications and accommodations.
- 2) The IEP Monitors will communicate with all students on his/her IEP Caseload throughout the year either face-to-face or via email. This communication will focus on progress towards goals, as well as progress towards credit completion required for graduation. This will occur 3-4 times per year through graduation requirement checks and SLP conferences.
  - 3) The IEP Monitor will request progress reports from and invite and include all general education teachers in IEP meetings scheduled throughout the year through Google Calendar Invitations.

**We will measure this formatively by: Internal Department Information**

**We will measure this summatively by: District reports and review of IEPOL.**

**Action steps we will take to meet our goal:**

- IEP Student Schedules will be reviewed at the beginning of the school year and at the end of Semester 1.
- All teachers on IEP schedules will be invited to the IEP Monitor's Confidential IEP Google Classroom.
- IEP Monitors will review all assessment data: STAR Reading and Writing, classroom-based assessments, and SIBS/SEBS data in order to determine students' best placements.
- IEP Monitors will communicate with students on IEP Caseload face-to-face, through IEP meetings, and via email.
- Prior to IEP meetings, IEP Monitors will request input and progress from general education teachers serving students with IEPs. These teachers will be invited to all IEP meetings.
- Following IEP meetings, new IEPs will be updated in Google Classrooms.

**Technology — this is how we will use technology to support meeting our goal:**

- IEPs will be provided to all teachers via Google Classroom
  - Information pertaining to student progress will be requested and delivered via email or face-to-face meetings.
  - General Education teachers will be invited to IEP Meetings via Google Calendar Requests.
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## Department/Team: Science

**Goal: Student will learn how to interpret table and graph, perform cost analysis, and assess environmental impact of both fossil fuels and renewable energy resources (Mini -Course and Env Sci Courses)**

### Geometry

- Kepler's laws of planetary motion
- Parallax (calculating star distance (Earth and Space Science))

### Algebra

- Gas Law formulas
- Potential and Kinetic energy formulas
- Newtons Laws of Motion?
- Using positive and negative numbers to allelochemical equations
- Proportions
- Using formulas to calculate volume, air density and buoyancy

### English

**Develop research and presentation skills.**

**Mini -Course and Env Sci Courses**

**Implement pilot program in Earth and Space Science to increase use of technology in science courses.**

### PLC

**Develop stratagems for teaching Math in Science.**

**Vocabulary building for both Math and Science**

## Grade Level/Department/Team: Social Studies

**Goal: Between November and June, all social studies students, attending 70% of the time will increase their writing proficiency by applying a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas; providing appropriate transitional strategies for coherence; using relevant evidence/ vocabulary; and using appropriate grammar, as measured by a social studies department created writing-conventions rubric and short-answer rubric. Teaching**



**team will meet every three weeks throughout the year to examine student work and to calibrate expectations.**

**We will measure this formatively by: Social studies department-created writing-conventions rubric and short-answer rubric, aligned with standards**

**We will measure this summatively by:**

**Social studies department developed paragraph assessment, aligned with ELA and SS content standards**

**Action steps we will take to meet our goal:**

- Meet to develop a common understanding of student success for meeting department expectation**
- Meet to truly develop a social studies department rubric / scoring guide(s).**
- Meet on a biweekly basis to review progress / lesson planning**

**Technology — this is how we will use technology to support meeting our goal:**

- Use of chromebooks**
  - use of email**
  - use of Canvas**
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