

**LHS Core Purpose and Beliefs:**

We believe that...

- Every student is a unique individual with different strengths and needs who has the potential to be successful at LHS
- Success in the classroom is connected to real engagement by our students
- When students are in danger of not being successful, we must respond as individuals and a system to intervene

**Core initiatives:**

If we...

- Strengthen our teaching through strong engagement and differentiation practices
- Create connections to all of our students and their families
- Develop a system of both institutional and individual interventions for struggling students that are both early and progressive
- Continue to explore ways to change our structure to promote success

**Professional Support System:**

And if we...

- Support for Professional Learning Communities and the collaboration they include
- Provide professional development around effective interventions, culturally responsive teaching and differentiation of instruction
- Safeguard the value of instructional time

**Desired Results:**

Then, we will:

- Create a respectful collaborative environment of students, teachers and parents in which all students, including struggling students, will be able to learn.
- Improve academic success, graduation rates , attendance and student involvement

**School Theory of Action/Target Area**

If we improve student engagement in our classrooms (by focusing our efforts, strategies and learning) as defined by component 3C in the Danielson Framework, then our students will experience more success in the classroom as evidenced by student learning and course completion.

As we focus on student engagement, we seek to center our efforts on **Standard EP7 – Students being able to use technology and digital media strategically and capably with special attention to how it applies to SP8 – Obtaining, evaluating and communicating information.**

Compared to 2015 - 2016 school year, in 2016 - 2017 school year, average student GPA will increase 5% (from 2.6 to 2.67) and passage rates will increase by 10% (from 90.59 % to 91.45 %).

**Achievement Gap:**

- **Measurement/Assessment:** (race, gender, income)

<i>Student Group</i>	<i>Current GPA</i>	<i>Goal GPA</i>
American Indian/Native Alaskan	1.7	2.0
Asian	3.07	3.12
Black/African American	2.3	2.4
Hispanic	2.2	2.3
Native Hawaiian/Pacific Islander	2.1	2.2
Multi-Racial	2.6	2.67
White	2.7	2.77
Free and Reduced	2.5	2.58
Male	2.4	2.48
Female	2.8	2.86
All	2.6	2.67

<i>Student Group</i>	<i>Current Passage Rate %</i>	<i>Goal Passage Rate %</i>
American Indian/Native Alaskan	91.67	92.43
Asian	95.62	96.02
Black/African American	88.03	89.12
Hispanic	86.45	87.7
Native Hawaiian/Pacific Islander	71.43	74.1
Multi-Racial	93.45	94.05
White	92.83	93.49
Free and Reduced	87	88.2
Male	89.86	90.79
Female	93.5	94.1

All	90.59	91.45
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**Strategic Direction 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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

\*All indicators will be broken down by race, gender, income to address proportionality throughout our indicators.

- Quarterly GPA and passage rates
- On-time graduation rate
- Discipline Data
- Attendance Data
- AP Enrollment/Success Data

**School Vision/Mission:**

**At Lynnwood High School our mission is to create an environment that encourages staff and students to learn and develop academically, emotionally, physically, and socially. We will strive to instill pride in self and school, and to produce independent learners capable of critical thinking and participating in a global community. Our Vision is "Success for All Students at Standard"**

**School Demographics:**

43.8 Free and Reduced Lunch

22% Asian, 8% African American, 17.3% Hispanic, .4% Indian, 6.6 % Multi-Racial, .9% Pacific Islander, 44% White

**Parent, Family, and Community Involvement in this Plan:**

-2 Parents, 2 Students and 1 Community members contributed to the development of this SIP plan in addition to LHS staff.

**Review and Analysis of Data:**

*Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.*

- State Assessments

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

**Summary of strengths or greatest progress based on the data:**

AP Enrollment and Passage Rates
Many student earning grades above C
Overall, many student feel safe and cared for
Students feel (over 90%) that there are many opportunities for involvement
Unexcused absence rate is low and declining

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

Disproportionality in several measures (especially Latino males)
Suspension and discipline rates high and disproportionate
High absence rate for failing students
Lack of student and parent voice in the institution
Need for improved community involvement
Need supports for struggling learners. Especially supports embedded in the school day. Same applies for struggling AP students

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

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

**Student Learning Goal:** From October to May, students will improve their ability to use text based examples to support a claim as measured by district adopted Common Core rubrics.

#### **We will measure this Formatively by:**

Students will use the writing process to construct effective essays using text based examples as measured by the district Common Core rubric.

Students will practice using text based examples in their Close Reader and other various assignments throughout the school year from October-May.

#### **We will measure this Summatively by:**

Students will demonstrate growth by completing at least one process essay each semester that requires the effective use of text based examples. Per the district Common Core rubric, the second essay should show improvement in effective use of text based examples.

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

Students will use Close Reader weekly to practice selecting and using text based examples in a variety of types of writing.

Students will complete a variety of writing assignments over the course of the school year using the writing process.

#### **Technology-This is how we will utilize technology to meet our goal:**

- Students will use technology to self-reflect on their growth as writers.
- Students will turn in essays digitally using turnitin.com or similar websites that check accuracy of source citations to support student understanding of use of text-based details.
- Students will use a variety of websites to practice grammar and writing strategies; grammarly, noredink.com, etc.

#### **Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

Students will use a variety of texts representing diverse authors, cultures, and geographical areas to support their writing.

## Grade Level/Department/Team: Math

### Student Learning Goal:

From October to May, we will improve engagement for all students, especially ELL students, by implementing a variety of culturally responsive teaching practices.

We will increase engagement for all students and increase pass rates by 5 percent in all Math classes by working collaboratively in PLCs to implement culturally responsive teaching practices and common assessments.

### We will measure this Formatively by:

Using assessment techniques such as warm-ups, exit tickets, classwork, homework, homework quizzes, class discussions, questioning strategies, shuffle quizzes, and observation of group work.

### We will measure this Summatively by:

Shared data on common tests, quizzes, and semester final assessments.

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

We will investigate and increase use of culturally responsive teaching practices in our classes. This includes expanding our use of CI strategies by implementing ideas from the book Culturally Responsive Teaching and the Brain, as well as Growth Mindset strategies. In addition, we will use specific interventions to try to increase engagement for various groups of students: Bridge to College class, Extended Algebra class, ELL advisory group, Algebra 1 advisory group, Geometry advisory. We will also try to address specific language needs of ELL students by making better use of language support resources (McDougal Littell, Google Translate, etc).

### Technology - This is how we will utilize technology to meet our goal:

We will also investigate ways to improve engagement and access to curriculum through technology, using tools such as: Canvas/Google classroom, geogebra, Dan Meyer, Khan Academy videos, etc. We will further investigate what tools are available to add to students' mathematical understanding.

**Culturally Responsive Practices** - This is how we will incorporate culturally responsive practices to meet our goal:

**Our team will engage in study and reflection around CI**, using strategies and ideas from the book Culturally Responsive Teaching and the Brain, as well as Growth Mindset strategies. **We will identify and develop strategies to build and reinforce culturally responsive practices and growth mindset into our classrooms.**

## Grade Level/Department/Team: 9-12 ELL

**Student Learning Goal:** Students will be able to employ the writing process (prewrite, draft, peer share, revise, edit, publish) in order to communicate orally and in writing.

**We will measure this Formatively by:**

- providing feedback on graphic organizers for prewriting
- providing frequent feedback on cloze activities, sentence starters, shaping sheets, and drafts
- providing written and computer-based feedback on drafts for revision and/or publication

**We will measure this Summatively by:**

- using standards based rubrics on projects, paragraphs, essays, etc.

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

- create rubrics and assessments based on standards
- identify and align the curriculum across the levels

**Technology-This is how we will utilize technology to meet our goal:**

- using Google Docs for feedback and revision

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

- establishing personal connections and trust with each student

**Grade Level/Department/Team:** World Language

**Student Learning Goal:** Increase engagement of low performing students defined as having a D or lower.

**We will measure this Formatively by:**

- participation
- completion of assignments and projects

**We will measure this Summatively by:**

test scores and semester grades

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

intervene early

learn more about engaging technology

**Technology-This is how we will utilize technology to meet our goal:**

We will provide opportunities to practice the target language using technology

We will attempt to use the calendar on Canvas to keep students on track for assignments.

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

We will put in time to get to know our students particularly at the beginning.

We will incorporate minilessons on digital citizenship as appropriate.

**Grade Level/Department/Team:** American Sign Language (CTE)

**Student Learning Goal:** Each student will engage in both self and peer evaluations of signed expressive skills with specific products created in each unit. Students will use appropriate vocabulary terminology and grammar. The self and peer critiques will be reflective and constructive tools to help students improve expressive signed performance.

**We will measure this Formatively by:** ASL teachers will observe and assist students during the peer evaluation process and assign a score based on the rubric. Evaluation rubrics will assess facial expressions/facial grammar, sign clarity/accuracy, proper use of sign space, and mood/intent. Self/peer rubrics cover proper use of vocabulary and grammar, constructive feedback, and appropriate suggestions for improvement.

**We will measure this Summatively by:** Teachers will grade written self and peer reflections/critiques in both the beginning and end of each unit to assess growth and mastery of expressive skills.

**Action steps we will take to meet our goal:** Teachers will create a lesson designed to ensure 100% engagement using signed expressive skill. These lessons will be shared within the department in order to help one another improve upon lesson strategies and development.

**Technology-This is how we will utilize technology to meet our goal:** We are currently developing Canvas system for our classes that works in unison with a video program that allows students to video record their signed performance using their Chromebooks and send it to teachers via the Canvas program. Students will be required to record themselves performing copy signs at the beginning and end of each unit to assess improvement, as well as record themselves signing the unit vocabulary to assess their expressive skills. Students will be able to email each other their video recorded performances in order to evaluate one another. They also will be utilizing the Canvas system to send teachers their daily journals relating to ASL grammar and Deaf culture.

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal.** Students who are not fluent in English will be allowed to write and translate their critique. Student work is able to reflect a variety of student cultures and backgrounds as

desired and meets the lesson criteria. The classroom environment and dynamics is sensitive to both Hearing and Deaf cultures, and all other cultures as well. Participation points are deducted should any student not follow a culturally sensitive code of ethics.

### **Grade Level/Department/Team: Life Skills**

**Student Learning Goal:** Between September and May students will increase their skill and independence levels using Chromebooks.

**We will measure this Formatively by:**

Observation and anecdotal notes

**We will measure this Summatively by:**

Using a survey and task analysis in October and then in May

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

The Life skills Department will meet as a department once a month to collaborate and discuss the progress of this goal. We will also attend a class with our technology coach to learn new applications including Google Classroom.

**Technology-This is how we will utilize technology to meet our goal:**

- Our goals are based on the use and monitoring of technology.
- Teach students digital citizenship

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

Be sensitive to the cultural shifts of students with minority family and community cultures, must make as they move between school and home. This transition may be most difficult at the beginning of the school week, after students have been immersed in their home culture over the weekend. Teachers need to be sensitive to transition challenges and collaborate with families to develop mechanisms to ease the stress caused by them.

Respect self and others of all cultures, religions and orientation.

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

**Student Learning Goal:** Students will increase their awareness of career opportunities and education pathways related to the CTE course in which they are enrolled.

**We will measure this Formatively by:**

Teachers will observe and provide immediate feedback during career-based activities relevant to each discipline, including but not limited to the use of Naviance and Career Bridge.

**We will measure this Summatively by:**

Presentations, posters, and/or worksheets will be completed by each student that demonstrated increased awareness of careers in the field. These will be assessed and graded by each instructor.

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

Each CTE teacher will plan, create, and execute a career-based unit as it relates to their industry. Lessons will be created through collaboration with like-subject teachers and industry experts.

**Technology-This is how we will utilize technology to meet our goal:**

Computers will be used to complete Naviance and Career Bridge assessments and activities, career search, and presentations. In addition, all teachers will employ industry standard technology when appropriate to complete lessons.

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

All students will be provided equal access to technology including computers and industry-specific equipment. Language translations will be provided when available. Students will be required to work together in randomly assigned groups to research and present careers in the fields. ELL and special ed students will be provided more time and support (and possible accommodations) as needed. Naviance and Career Bridge allow students to explore individual/personal needs and career interests.

**Grade Level/Department/Team: Social Studies**

**Student Learning Goal:** Students will demonstrate growth in their ability to read and analyze primary sources in order to use source-based evidence to support their claims.

**We will measure this Formatively by:**

Exit slips, thesis development, observations of class discussion, thumbs up, cahoot quizzes, drafts of essays, graphic organizers, teacher-generated anticipatory questions.

**We will measure this Summatively by:**

Final drafts of essays, exams, quizzes, short answer questions, DBQs, student performances, simulation with reflection.

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

Participate in collaborative meetings, generate common rubrics and/or assessments, analyze student work samples, have discussions around rubric calibration.

**Technology-This is how we will utilize technology to meet our goal:**

Skype Ton Cady into meetings to ensure all can participate, share google docs, use email to communicate, canvas, link shared document, formative assessments on google docs or Canvas, discussions on Canvas, and turnitin.com.

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

Ensuring student voice through classroom discussions, use of guiding questions and sentence stems to meet students at their level, scaffolding and modeling of strategies used to analyze, partner work/pair share, student choice on assignments where appropriate, ongoing discussions/sharing of processes to create a culture of safety and intellectual engagement.

**Grade Level/Department/Team:** Science

**Student Learning Goal:** If we improve student engagement in our classrooms (by focusing our efforts, strategies and learning) as defined by component 3C in the Danielson Framework, then our students will experience more success in the classroom as evidenced by student learning and course completion.

**We will measure this Formatively by:** percent of students actively participating in an assigned task.

**We will measure this Summatively by:** course pass rates, completion of assigned work.

**Action steps we will take to meet our goal:** continue to plan and implement meaningful, engaging lessons that are aligned to NGSS science standards and best practices.

**Technology- This is how we will utilize technology to meet our goal:** We will use Skyward to gather and store data. We will use Google Apps, websites/CANVAS, and student Chromebooks and will continue to use lab technology/equipment and STEM technology/equipment to align with current scientific practices.

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal.** Utilizing teaching approaches that allow for equitable access to content and learning. For example establishing personal relationships and strong learning communities. Being culturally aware of the diversity of needs and variety of approaches to engage learners from different backgrounds.

**Grade Level/Department/Team:** Physical Education Department

**Student Learning Goal:** During the 2015-16 school year, 57.7% of non-minority males received A's and 38.7% of minority males received A's. Our goal for the 2016-17 school year is to increase minority male's percentage of receiving A's by at least 10%.

**We will measure this Formatively by:**

Monitoring their daily participation, attendance, and suiting up in class.

**We will measure this Summatively by:**

We will analyze/compare grades for our males students at the end of each quarter and semester to measure progress.

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

1. Make parent contact for struggling students early on in the semester and/or students who have more than 5 absences.
2. Promote make-up (for absences) opportunities during Advisory to account for students who are not able to attend before or after school make-up opportunities... i.e. keep Canvas calendar updated, making daily announcements, etc.
3. Meet as a department to discuss which students are struggling and ways we can support them as a team/department.

**Technology-This is how we will utilize technology to meet our goal:**

1. Keep the Canvas calendar and department website updated with make-up/extra credit opportunities.
2. Skyward grades kept current and accurate

**Culturally Responsive Practices-This is how we will incorporate culturally responsive practices to meet our goal:**

Adjust beginning of the semester survey to include parent feedback to help us understand any sort of barriers that might prevent our minority male students from getting the best possible grade.

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

<i><b>Learning Opportunities for Students</b></i>	<i><b>Description of the Learning Opportunity</b></i>	<i><b>Schedule</b></i>
<b>As part of progress monitoring, what are you doing to help students who are still struggling?</b>	We must do a better job at early identification and intervention for those students who have the potential to struggle as a result of cultural factors or the trauma of poverty. We have an active Student Assistance Team that discuss and develop action plans for these students. We also utilize our On Time Graduation Coordinator and our Family Resource worker	Ongoing all year
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	We provide special enhancement opportunities for students who are in challenging course. An example of this would be our AP study groups	Ongoing all year
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	Our Equity committee provides supplies for poor students and we have also embarked on a discipline system of Restorative Justice.	Ongoing all year
<b>Describe how your school will address the need to partner with your families and surrounding community.</b>	<ul style="list-style-type: none"> <li>-Parent Members on the SIP team and site based decision making teams</li> <li>-Improve curriculum night to incorporate parent feedback</li> <li>-Improve communication through website, newsletter, language line and online resources</li> <li>-Provide real opportunities for parents to participate in all aspects of school</li> <li>-Community Nights that celebrate diversity and bring together our families and community</li> </ul>	Ongoing all year

<i><b>Learning Opportunities Provided for Staff Specific to the School Target</b></i>	<i><b>Description of the Learning Opportunity</b></i>	<i><b>Schedule</b></i>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	We will develop a professional development plan that centers two problems of practice that we believe are inseparable. One is utilizing the technology introduced to our building to enhance engagement and student success. The second is improve our ability to be more responsive to culture and poverty as roadblocks to learning.	Faculty Meetings and Building non-student time.

<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b>	We monitor and support our various PLC groups within the Building	Designated Collaborative time
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### **Continuous Improvement Process**

The continuous improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools.

The improvement process assesses the current reality of a school. It provides space for a school to identify its strengths as well as its opportunities for growth and improvement. The continuous improvement cycle allows for implementation of strategies, activities and assessments, and evaluates the school's progress toward achieving its focus and meeting its goals.

This tool is designed to be a living, breathing document that can be easily accessed, monitored and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information and data. This process empowers educators and stakeholders to collaborate in order to help schools make data-driven, research-based decisions focused on making an unmistakable impact on how teachers teach and how students learn.