Snoqualmie Valley School District

School Improvement Planning Process 2018-19

School Name: **Mount Si High School**

School Mission -*Establish a student centered learning environment that promotes citizenship and college and career readiness.*

Vision Statement: *A Learning community where every individual's potential is fulfilled.*

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The Improvement Process

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives 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 will also empower educators and stakeholders to collaborate in order to help schools make data-driven, research-based, decisions focused on improving student learning.

A School's Learning Improvement Process

- Entails commitment by all involved: students, staff, parents, administrators, and community.
- Is continual and recursive. Components of the process must be revisited time and time again, for the school improvement process is a continuous cycle.
- Reveals where a school is and where it must go. Knowing this information involves repeated analyses and periodic checks, both of which call for time, patience, understanding, energy, and direction.
- Is led by the principal and a building's learning improvement team. However, all members of the staff and community are involved in both the design and implementation, because they are stakeholders in the improvement of student learning.
- Requires collaboration with the district office.
- Is based on data; and as the data changes, the implementation of the plan should reflect that change.
- Involves change, which takes time and tends to be difficult.
- Requires commitment to the vision of what the school can become.

Assumptions

Several assumptions are being made before a learning improvement team can dive into the process. The assumptions include:

- The school has a defined mission statement and members of the learning community use it as their driver for decisions.
- The school has established a learning improvement team and the learning improvement team, the principal, staff members, and parents have a clear understanding of why a systemic learning improvement process is necessary and what role they play in the process.
- The learning improvement team has adequate knowledge (or the commitment to gain that knowledge) in the school improvement process and research-based practices.

Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School Improvement Planning is a journey of continuous improvement, and the plan is a roadmap for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- The School Improvement Plan should address the following guiding questions:
  - *What do we want each student to learn?*
  - *How will we know when each student has learned it?*
  - *How will we respond when a student experiences difficulty in learning?*
  - *How will we respond when a student has already learned it?*
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be reflective about their practice and tenacious in their attempt to fine tune the art of teaching to meet the needs of every student.

Review and Analysis of Data

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of your school improvement plan.

☒ Statewide Assessments	☒ District-Based Assessments	☒ Formative Assessments	☐ Graduation Rates
☒ Summative Assessments	☐ Student Perceptual Data	☒ Staff Perceptual Data	☒ Attendance Data
☒ Classroom-Based Assessments	☒ Content Area Assessments	☐ SAT/ACT Assessments	☐ Health Youth Survey
☒ Other: All of the above were utilized, can't check the box for some reason			

Summary of strengths or greatest progress based on the data:

1. Exceeded SIP Goal of 80% of graduates having completed a dual credit course- 88% met goal.
2. We also had a 14.5% in students earning a dual credit from 2016-2017 school year to 2017-2018 school year.
3. Exceeded SIP goal of 25% of staff AVID Summer trained- 33%.
4. Met SIP goal of 100% of staff utilizing an AVID WICOR strategy in the classroom. All staff have received baseline training, many have taken specific DDD PD on an AVID strategy during the first half of this school year. 31 have signed up for Summer Training 2019.
5. Our SIP goal of 80% of graduates attending a 4 year school, 2 year school, or military was reached at 80%.

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

1. We came up short on students completing FAFSA 60.6% of our 70%.
2. We had a 27% increase in F's from a year ago.
3. We did not meet our goal of reducing suspensions and had 94% of students did not receive a school suspension (shooting for 99%).
4. We did not meet our SIP goal of 5% improvement in State assessments in Math, Science and ELA Passage rates. 2017-18 ELA 85.7 Math 64.5
5. Our I vs. They Gap spread from our 2016-17 CEE school year survey. Indications in survey of an increased need for more discussions as a staff on topics of concerns and more collaboration to reduce the I vs They gap.

Mount Si High School School Improvement Plan

SCHOOL WIDE GOAL: *Develop a Sustainable System to Close the Achievement Gap.*

SCHOOL WIDE SMART GOAL: Mount Si High School will have a 5% reduction in the Achievement Gap of low Income, Latino, ELL and Special Needs Populations in the areas of 9th Grade Failures, Statewide Assessments, Attendance, Discipline and Dropout Rate by June of 2019.
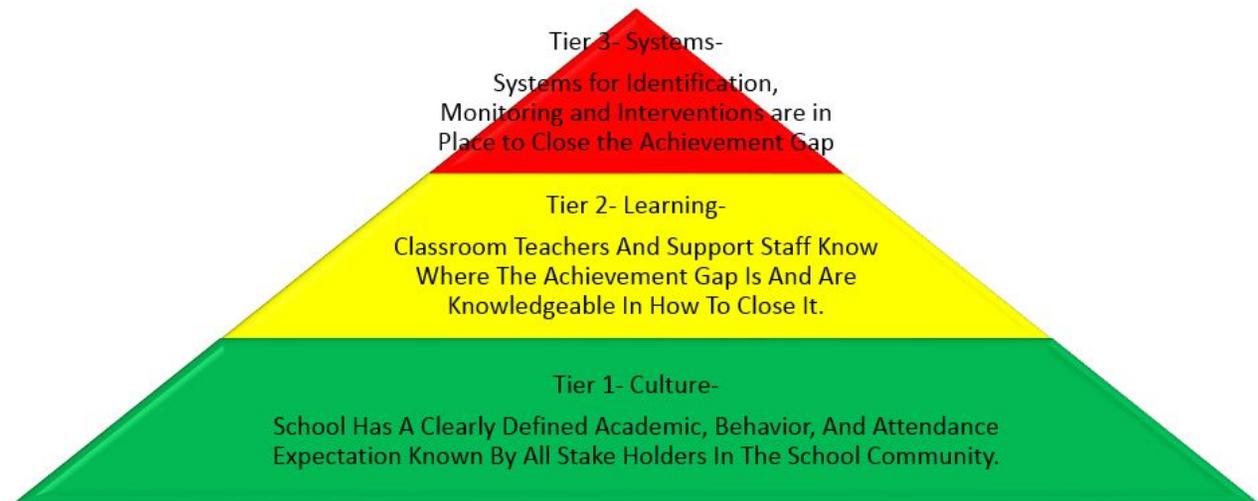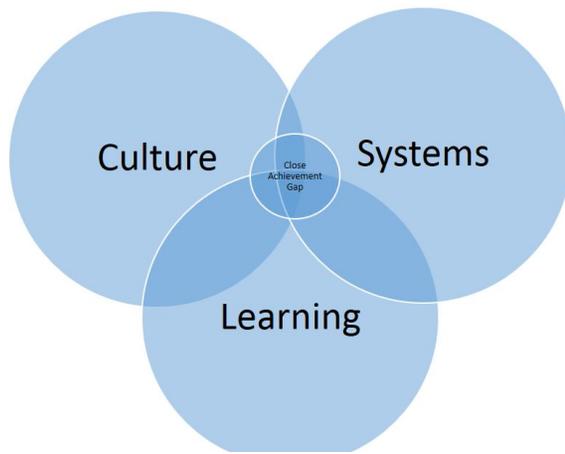
OBJECTIVE(Tier 1)   1A: CULTURE: CLEAR AND COLLABORATIVE MISSION TO CLOSE THE ACHIEVEMENT GAP AND INCREASE COLLEGE AND CAREER READINESS.

OBJECTIVE (Tier 2)   2A: LEARNING: EFFECTIVE CLASSROOM PRACTICES AND COLLABORATION ARE ESTABLISHED TO CLOSE THE ACHIEVEMENT GAP AND INCREASE COLLEGE AND CAREER READINESS.

OBJECTIVE (Tier 3) 3A: SYSTEMS: SCHOOLWIDE SYSTEMS ARE IN PLACE TO MONITOR AND INTERVENE TO CLOSE THE ACHIEVEMENT GAP AND INCREASE COLLEGE AND CAREER READINESS.

DESCRIPTION:
- *Mount Si High School believes these objectives will validate the importance of all employees at MSHS (classified and certified) and increase buy in by all stakeholders to meet our School Wide Goal to Close the Achievement Gap.*
- *Mount Si High School uses a Tiered Intervention Approach to Close the Achievement Gap based on Academics, Behavior, and Attendance.*

Culture — Systems — Learning — Close Achievement Gap

Tier 3- Systems-
Systems for Identification, Monitoring and Interventions are in Place to Close the Achievement Gap

Tier 2- Learning-
Classroom Teachers And Support Staff Know Where The Achievement Gap Is And Are Knowledgeable In How To Close It.

Tier 1- Culture-
School Has A Clearly Defined Academic, Behavior, And Attendance Expectation Known By All Stake Holders In The School Community.

SMART GOALS: PROGRESS MEASUREMENT AND SUCCESS INDICATORS FOR CLOSING THE ACHIEVEMENT GAP **ARE SPECIFIC, MEASURABLE, ATTAINABLE (THIS YEAR), REALISTIC, AND TIME BOUND (TO BE MET ANNUALLY)**

CLOSING THE ACHIEVEMENT GAP		
TIER 1 CULTURE:	**TIER 2 LEARNING**:	**TIER 3 SYSTEMS:**
Attendance ● 10% or less of student body will have chronic absenteeism (18 or more full day absences) (2017-2018 15.6 %) **Achievement** ● 90% of graduating students have completed one dual credit course for Career/College Readiness (2018 88%). **Behavior** ● 99% of students have not received a school suspension. (2018 94%)	**Attendance** ● 10% reduction in students with tardies 1st period ● 4% reduction in students with 10+ tardies within a semester from previous school year. (2017- 18 14% of students) **Achievement** ● 10% or less of each cohort graduation year will fail a core course in ELA, Math, Science. ● 5% improvement in State assessments in Math, Science and ELA Passage rates. 2017-18 ELA 85.7 Math 64.5 **Behavior** ● 100% of MSHS Certified staff using data, can identify their underserved populations, and achievement gap in each period and know differentiation techniques to close the gap.	**Attendance** ● 95% of staff have submitted attendance each period, each day with less than 5 days of error. (54% 2018) ● 100% of students who have displayed chronic absenteeism get an intervention. **Achievement** ● On-time graduation rate to 99%, 5-year to 100% 2017-2018 95.8% or 392/409 students graduated on-time. **Behavior** ● 10% reduction in out of school suspensions for each subpopulation.
COLLEGE AND CAREER READINESS:		
● Increased College entrance rates to a combined total of 80% (2-4 year Institutions including Enlisting in Military Forces, and technical or apprentice programs) (80% 2018) ● 85% of freshmen will not fail a course at MSHS (2017-2018 87.5% of 496 freshman passed all classes. 43 Freshman failed at least on course). ● 10% Increase in subpopulation taking Dual Credit Courses (AP/CHS, Advanced WL, Science, Math) Baseline 2016-2017 ● 70% of Seniors have completed the FAFSA enrollment paperwork (2018 60.6%) ● 100% of students graduating have articulated a well planned out post high school plan from High School and Beyond Planning and HSBYP Project		
SCHOOLWIDE AVID GOALS		

- 100% AVID Site Team use AVID WICOR instructional practices in their classroom on consistent basis
- 25% of staff trained at AVID Summer Conference 2017-2018
- 60% of 11th & 12th grade students enrolled in or taken at least one course of rigor (AP, college in the classroom, honors, etc.)
- 60% of 11th & 12th grade students take/taken one AP, IB, or dual-enrollment end of course exam.
- 80% of 12th grade students must complete the state's college entrance requirements.
- 100% of MSHS students must take pre-collegiate exams.
- 100% of AVID 12th grade students must apply to college or post high school institute.
- 100% of AVID 12th grade students accepted into college or post high school institute

CULTURE: CLEAR AND COLLABORATIVE MISSION TO CLOSE THE ACHIEVEMENT GAP AND INCREASE COLLEGE AND CAREER READINESS.				
TASKS:	**RESOURCES**	**TIMELINE:**	**COMPLETION :**	**RESPONSIBILITY**
MSHS Staff will be trained to meet SIP Scale Level 1 and 2 Skills and Common Vocabulary	Staff SIP Scale	Fall		Staff and Admin
Implementation of School Wide Practices & Monitoring of AVID Goal and CCI completion	AVID CCI document and AVID Site Team	Quarterly		AVID Site Team
All staff trained and review schoolwide and classroom data to know where the achievement gap is at Mount Si High School and in their classroom	Data Dashboard, and School Data	Fall	Training Complete	Teachers, LIT, Admin
AP committee to look for ways to increase enrollment by underserved populations, and increase total percentage of students participating in AP. Committee to establish measurable goals, mission vision, increased consistency, and to create a strategic plan for AP development and growth.	AP Teachers, College Board Best Practices-Hanover Research	Winter		AP Committee-Brian
Expand student recognition (MTSS) and increase community service and service learning opportunities and monitoring.	Surrounding schools, ASB, Student recognition committee	Winter		PBIS committees and ASB- Student Recognition-Vernie

Develop more Social and Emotional Learning and Mindfulness Activities and continue Suicide Prevention training school wide.	Forefront Suicide Grant Team and Advisory Team	Winter		Forefront Committee, ASB Student Wellness, Sana
Implement student community service recognition and recommendations for student community service.	Board Policy on Community Service NHS and Naviance	Winter		Link Crew, Guidance Team NHS, ASB-Brian
Implement Dual credit events to increase enrollment in CTE, Advanced Placement, and College in the high school dual credit courses.	Advisories, Counselors and Career Center	Winter		Career Center, Counselors, AP/CHS Teachers- Brian
Staff engage in collaborative process to support Tier 2 and 3 students and the launching of 3 Tier 2 interventions.	PBIS and Multi-Tier-Systems	Winter		Tier 2 Team-Sana
Continue to develop opportunities for shared leadership by certified and classified staff (course leads, collaborative study groups, staff lead PD, hiring teams, increased secretary/parapro involvement)	Staffing Allocation	Spring		Administration and LIT
Implement a student survey (9-12) 2 times a year through PRIDE Time (HSBP) around social, emotional well-being. This year is designed to collect data (baseline 2018-2019). HYS to be used to guide student survey questions and as a data piece to monitor progress.	HYS Survey	Spring	1st survey complete-	Guidance Team
Increase participation of SAT and ACT exam to 430+ students annually.	SAT/ACT Report	Spring		Guidance Team, Teachers-JB
All staff utilize Flexi-schedule to assign intervention support for struggling learners before and after school and during PRIDE Time and Power Hour.	Staff Training/ Power Hour/ PRIDE TIME	Winter	2nd Semester	All Staff

Schoolwide effort to utilize positive reinforcement of staff, and students for meeting PRIDE expectations. Reinforce the 5 to 1 ratio of positive reinforcement to negative schoolwide.	Recognition Committees: (ASB, Tier 1, Culture Club)	Current	Ongoing	All Staff

LEARNING: **EFFECTIVE CLASSROOM PRACTICES AND COLLABORATION ARE ESTABLISHED TO CLOSE THE ACHIEVEMENT GAP AND INCREASE COLLEGE AND CAREER READINESS.**

TASKS:	RESOURCES	TIMELINE:	COMPLETION	RESPONSIBILITY
AVID training and support for school wide understanding of AVID WICOR strategies.	AVID and Site Team	Fall		AVID Site Team
Evidence of AVID WICOR strategies in 100% of SITE team members and 30% of classrooms building wide utilizing AVID walk through form. Specific measure: 'How do you you WICOR' checklist	AVID Site Team	Spring		AVID Site Team
40% of MSHS Admin and certified staff that are trained at summer institute.	AVID Site Team	Spring		AVID Site Team
Staff training provided for effective strategies to teach in an extended block.	Instructional Coaches, LIT, surrounding schools	Quarterly		LIT
Assist and monitor staff in effective teaching practices utilizing the Marzano Framework and AVID strategies.	Marzano Framework, DDD, BDD, TAP, Instructional Coaches, Learning Walks	Quarterly		Admin, Coaches, LIT
Staff are taught to use achievement data, action steps and progress monitoring strategies to make timely adjustments to the instruction to close the achievement gaps.	LIT, Admin, Staff	Winter		LIT, instructional growth

School improvement and student growth planning processes result in measurable improvement in academic growth of students by closing achievement gap measures.	Marzano Framework, TAP, DDD	Fall		LIT, Admin, Teachers
Staff courses are aligned to district and state learning goals, and feedback from assessments causes staff to make on-time adjustments to curricula to close achievement gap.	CCSS	Fall		LIT, Admin, Teachers
All teachers consistently use formative assessments to monitor student learning, and use it to adjust instruction in the moment, for each lesson.	PD for quick checks and classroom monitoring strategies	Current	Ongoing	Admin Team/ AVID site team/ All Teachers
Core courses, measured on SBAC or WCAS will assess alignment to the state standards and previous results and establish student growth goals around the claim data needing to improve to have a 5% improvement in Math, Science and ELA Passage rates.	PD on IABs: What it is, Protocols and Data sources	Semester 2	Ongoing	Math, Science, LA, Sp.ed Departments
Each department will review annual failures, run a root cause analysis, and identify a strategic plan of how to reduce failures.	PD on root cause analysis: What it is, Protocols and Data sources	Semester 2	Ongoing	All Staff
Each department will adopt a specific area of WICOR to help move WICOR strategies school wide, and not over saturate the student population with the same strategies.	PD on root cause analysis: What it is, Protocols and Data sources	Semester 2	Ongoing	All Staff

SYSTEMS: **SCHOOL WIDE SYSTEMS ARE IN PLACE TO MONITOR AND INTERVENE TO CLOSE THE ACHIEVEMENT GAP AND INCREASE COLLEGE AND CAREER READINESS.**

TASKS:	RESOURCES	TIMELINE:	COMPLETION	RESPONSIBILITY
MTSS Teams will refine systems of data collection for establishing, monitoring, and intervening on achievement gap are well established and monitored frequently.	District office, Assessment Data, OSPI, Data Dashboard	Fall		CAT's, LIT, ADMIN
Achievement Gap of each grade level is well known and shared with stakeholders of school.	District office, Assessment Data, OSPI, Data Dashboard	Fall		CAT's, LIT,
Staff are trained on ways to help close the achievement gap in their room.	DDD and BDD and AVID and Staff PD			AVID Teachers
Credit Retrieval Options and Credit Contracts at end of Semester are available to close the achievement gap in all content areas.	On Time Graduation Report Naviance	Spring		CAT's and LIT
Utilize AP potential to recruit AP and college in HS students and increase underrepresented populations.	AP Potential Report AP Report CTE Strategic Plan District Scorecard Schmidt-Easthope	Winter		AP Committee and Guidance Team
AP and pre-AP training for teachers to strengthen feeder courses and increase AP offerings.	AP Training AP Veteran Teachers	Spring		AP Committee and LIT
Reinforce staff collective commitments and schoolwide expectations.	MTSS Team	Fall		MTSS Team and ASB
Refine school wide agreement on HW and Grading Practices and ensure 100% of staff aware and utilizing agreements.	Grading Smarter not Harder Dueck -	Spring		LIT

	Inspiration, Collective Commitments			
MTSS site team to establish Tier 1 and Tier 2 and 3 interventions and introduce to staff.	PBIS	Winter		PBIS Teams
Utilizing SWIS data, by second semester initiate proactive approaches to reduce major infraction incidences in those locations most frequently occurring.	SWIS Referrals and data	Fall		Tier 1- Vernie & Greg
Develop stronger attendance tracking systems and increase student attendance rate utilizing truancy board. This includes increased recognition for positive instruction.	OSPI Attendance, Truancy Board	Fall		Administration-Sana
Utilize SWIS data to reinforce more PBIS and AVID strategies school wide to increase academic achievement and reduced discipline.	PBIS and AVID	Winter		Tier 1 Team. LIT
Implement curricula, programs, or systems to monitor and provide supports for students and staff to provide emotional and intellectual safety.	PRIDE Time, Groups	Winter		CATs and PRIDE Time/LIT
Staff systematically collect reliable data from at least three sources to inform efforts to close the achievement gap.	Data Dashboard	Winter		Teachers, CATs, LIT
Planning with data includes multiple years of data to make informed decisions about strengths and areas of need to address Achievement Gap.	Data Dashboard, OSPI, SBAC	Winter		Teachers, CATs, LIT
Inform and engage stakeholders about school improvement efforts.	Thought Stream and CEE Survey	Winter		LIT

All teachers have a system in place to make materials accessible on-line when students are absent.	Schoology/ Tech Support	Semester 2	Ongoing	All staff
All staff trained and will utilize a 2-week electronic progress report through our grading software to electronically inform parents of student progress.	Schoology/ Tech Support	Semester 2	Ongoing	All staff

ADDITIONAL PERFORMANCE INDICATORS

1. **SNOQUALMIE SCHOOL DISTRICT SCORECARD**
2. **OSPI DATA ANALYTICS**

Performance Indicator Data and Analytics	Description	2016-17 Release Schedule
Measures of Success...		
Graduation Rates	**Increase four- and five-year high school graduation rates**	**Released: February 2017**
Postsecondary Enrollment, Completion, and Remediation	**Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education**	**Released: August 2017**
We must help students...		
English Language Arts, Math, Science Assessment	**Meet standard on the 3rd-, 8th-, and 11th-grade statewide English language arts (ELA) and math assessments, and the 8th-grade statewide science assessment.**	**Released: October 2016**
High School Credit in Algebra 1/Integrated Math 1	**Enroll in Algebra I/Integrated Math I by the end of 8th or 9th grade and earn high school credit.**	**Pending**
Dual Credit Programs	**Enroll in college-level courses and earn dual credit. (e.g., AP, IB, Running Start, Tech Prep)**	**Released: March 2017**

SAT and ACT	Take the SAT and ACT and earn college-ready scores.	Released: September 2017
Financial Aid for College	Access financial aid for post-secondary learning.	Released: March 2017
We must help students avoid...		
9th Grade Course Failure	ELA, math, and science course failure rates in 9th grade	Released: February 2017
Discipline	Suspensions and expulsions	Released: August 2017
Chronic Absenteeism	Chronic absenteeism	Released: April 2017