

School Name: Lynnwood High School

Year: 2018 - 2019

SCHOOL IMPROVEMENT PLAN

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
- Our students come from families who care deeply about their child's success. Success in the classroom is connected to real engagement by our families.

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
- Develop an action plan for family engagement and partnership

Professional Support System:

And if we...

- Support for Professional Learning Communities and the collaboration they include
- Provide professional development around culturally responsive teaching and use of technology as key strategies for increasing student engagement
- Safeguard the value of instructional time
- Provide opportunities for our families to learn about and engage in an authentic partnership

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 2017 - 2018 school year, in 2018 - 2019 school year, average student GPA will increase 5% and passage rates will increase by 10%.

Opportunity Gap:

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

*Green = Met goal for 2016-17 (5% growth)

<i>Student Group</i>	<i>2015-16 GPA</i>	<i>2016-17 GPA</i>	<i>2017-18 GPA</i>	<i>GPA Goal for 2018-19</i>
American Indian/Native Alaskan	1.7	2.27	2.38	2.46
Asian	3.07	3.16	3.16	3.20
Black/African American	2.3	2.6	2.69	2.75
Hispanic	2.2	2.32	2.38	2.46
Native Hawaiian/Pacific Islander	2.1	2.3	2.46	2.53
Multi-Racial	2.6	2.64	2.66	2.72
White	2.7	2.87	2.90	2.95
Free and Reduced	2.5	2.55	2.52	2.59
Special Education			2.51	2.58
English Language Learner			2.28	2.36
Male	2.4	2.53	2.65	2.71
Female	2.8	2.93	2.95	3.00
All	2.6	2.78	2.80	2.86

Student Group	2015 -16 Passage Rate %	2016-17 Passage Rate %	2017-18 Passage Rate %	Passage Rate Goal for 2018-19
American Indian/Native Alaskan	91.67	91.34	74.33	76.89
Asian	95.62	96.05	94.49	95.04
Black/African American	88.03	88.13	89.82	90.9
Hispanic	86.45	87.2	86.43	87.78
Native Hawaiian/Pacific Islander	71.43	85.11	93.32	93.98
Multi-Racial	93.45	89.88	89.03	90.12
White	92.83	91.83	92.74	93.46
Free and Reduced	87	88.14	88.27	89.44
Special Education			90.51	91.45
English Language Learner			83.85	85.46
Male	89.86	90.46	89.30	90.37
Female	93.5	92.61	92.78	93.50
9 th Grade	*	91.53	92.56	93.30
12 th Grade	*	96.82	95.24	95.71
All	90.59	91.92	91.12	92.00

	2016 – 17	2017 – 18	2018-19 Goal
Percentage of 9 th grade on-track to graduate (5 credits or more):	93	95	96
Percentage of 12 th grade on-time graduation:	84	84	86

2017 Preliminary Accountability Index

School Name	Student Group	Proficiency ELA Decile	Proficiency Math Decile	Proficiency Combined Decile	Growth ELA Decile	Growth Math Decile	Growth Combined Decile	Graduation FourYear Decile	Graduation Extended Decile/Increase	Graduation Combined Decile	EL Progress Decile	RegularAttendance Decile	NinthGradeOnTrack Decile	DualCredit Decile	SQSS Combined Decile	Final School Score
Lynnwood High School	All Students	5	2	3.5				6	0	6	5	3	4	10	5.7	5.15
Lynnwood High School	American Indian/Alaskan Native															
Lynnwood High School	Asian	5	4	4.5				8	0	8		7	9	10	8.7	6.88
Lynnwood High School	Black/African American	5	1	3				5	1	6		4	2	10	5.3	4.84
Lynnwood High School	Current ELL	1	1	1				4	1	5		2	2	8	4	3.45
Lynnwood High School	Hispanic/Latino of any	4	1	2.5				4	0	4		2	2	9	4.3	3.52
Lynnwood High School	Low Income	4	1	2.5				5	0	5		2	2	9	4.3	4.02
Lynnwood High School	Native Hawaiian/Other Pacific Islander											2		7	4.5	
Lynnwood High School	Special Education	1	1	1				4	1	5		2	4	8	4.7	3.56
Lynnwood High School	Two or More Races	7	2	4.5				9	0	9		3	3	10	5.3	6.87
Lynnwood High School	White	6	2	4				7	0	7		3	5	10	6	5.8

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 Indicators of Focus:

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

- Quarterly GPA and passage rates
- On-time graduation rate
- Discipline Data
- ESSA 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:

-Parents, Students and 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
- ESSA Accountability Data

- 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 Dual Credit (high enrollment, high passage rates, and many groups proportionally represented)
Many student earning grades above C
Overall, many student feel safe and cared for
Students feel (over 80%) that their classes are challenging them to think and problem solve

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

Disproportionality in student success (special education, males, Hispanic, and ELL)
Suspension and discipline rates disproportionate
Staff perception of behavior and discipline system
Lack of student and parent voice in the institution. Need for improved community involvement.
A need for more targeted professional development on Culturally Responsive Practices

Need supports for struggling learners. Especially supports embedded in the school day. Same applies for struggling AP students

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

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still struggling?</p>	<p>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.</p> <p>-We will research and plan implementation on the following possible interventions: AVID, Quarter Grades, Academic Labs for general education students</p> <p>-We will study the effectiveness of our study club model and after school options to support students</p>	<p>Ongoing all year</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>We provide special enhancement opportunities for students who are in challenging course. An example of this would be our AP study groups</p>	<p>Ongoing all year</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>	<p>We will be putting together a behavior support team that will examine our practices around behavior support. This team will make recommendations to staff and administration on improving our systems to disrupt behaviors that are counter to a safe and positive learning environment.</p> <p>We will reconvene a school Equity Team that will examine the school environment for all students and will make recommendations on a plan to improve these systems to support all students.</p> <p>We will reexamine our practices of circles and will develop and implement structures within the school day that allow for humanization and community building.</p>	<p>Ongoing all year</p>

	We will continue with peer mediation, restorative and trauma informed discipline practices and discipline officers will continue to attend training and PD to grow their understanding of these practices.	
Describe how your school will address the need to partner with your families and surrounding community.	<ul style="list-style-type: none"> -Parent Members on the SIP team and site based decision making teams -Improve curriculum night to incorporate parent feedback -Improve communication through website, newsletter, language line and online resources -Provide real opportunities for parents to participate in all aspects of school -See School Action Plan for family partnerships 	Ongoing all year

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	<p>We will develop a professional development plan that centers on two learning needs for our staff.</p> <p>*The first will be on how to use technology to enhance student learning and increase student engagement.</p> <p>*The second will be to learn and grow in our capacity to understand what it means to be a culturally responsive educator. We will be using the text <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond as our guide for this learning.</p>	Faculty Meetings and Building non-student time.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	<p>We value and support collaboration within the building by allotting time each month for collaboration that supports student learning.</p> <p>Administration will continue to offer optional learning sessions for areas of focus and interest for the school.</p>	Designated Collaborative time

Department Goals aligned to the School Target Area and Goal:

English Department

Student Learning Goal:

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; one process essay will be written each semester. Students will practice using text-based examples in their Close Reader 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 the effective use of text-based examples. Students will use the Close Reader to practice selecting and using text based examples in a variety of types of writing.

Action steps we will take to meet our goal:

Teacher teams will meet 1-2 times per month to collaborate on lesson/unit planning. Groups will get together to discuss Close Reader student written work samples to establish norms for recognizing low/medium/high level abilities.

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

To improve organizational skills and equity in the classroom, students will reference CANVAS to confirm the class agenda and upcoming/missing assignments. This is our department goal, which addresses technology.

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

Our department goal addresses cultural responsiveness in the sense that students are being treated equally with class technology-based expectations and communication via the CANVAS calendar agendas and assignments.

Learning Support Department

Student Learning Goal: Learning Support students will be able to improve communication and advocacy skills moving from being a dependent learner to an independent learner.

We will measure this Formatively by:

Case manager will informally observe whether each student initiates contact with his or her case manager and/or teachers. Contact is defined as email, phone or in person. When soliciting information for IEP meetings we will request teachers include information about communication and self-advocacy.

We will measure this Summatively by: With a focus on Study Skills (lab class) and Advisories, as a team we will discuss the progress/growth students made throughout the course of the year. We will identify those students who were not successful and why with a plan for improvement.

Action steps we will take to meet our goal:

When soliciting information for IEP meetings we will request teachers include information about communication and self-advocacy. Study Skills/Lab/Advisory teachers will instruct students with strategies on how to communicate and advocate with case managers and teachers such as composing e-mails, and ways to approach their teachers in person regarding extra support (modifications/accommodations on classwork).

Technology-This is how we will utilize technology to meet our goal: Students will use Skyward/CANVAS/Chromebook to monitor progress and initiate communication (e.g. asking questions) with case managers, counselors, school psychologists and teachers.

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

We will use collaborative time to reflect and plan around culturally responsive practices. Our focus for this year will be to plan and reflect on how to create stronger relationships with our students.

We will use the book *Culturally Responsive Teaching and the Brain* and our learning from Curtis Acosta as our main resources for growth in this area.

Initially, we will instruct students on how to craft emails appropriate to a variety of settings (e.g. teachers, counselors, employers, family, and friends). Teachers will instruct students on how to develop a plan to discuss concerns with their teachers moving from being a dependent learner to an independent learner.

Math Department

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 and technology to improve student and family engagement.

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, Intensified Algebra class, and the Geometry Support class. 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), and working with Ms. Velin to build our use of SIOP strategies.

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, geogebra, Dan Meyer, Khan Academy videos, Desmos, IXL, etc. We will further investigate what tools are available to add to students' mathematical understanding. We will use Canvas to list assignments, tests and quizzes.

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.**

ELL department

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/or 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.
- data such as grades in ELL classes and other mainstream classes on formal written assignments

Action steps we will take to meet our goal:

- meet monthly as a department
- create rubrics and assessments based on standards
- identify and align the writing curriculum across the levels

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

- using Google Docs for feedback and revision
- using Canvas to provide deadlines for the steps in the writing process

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

- establishing personal connections and trust with each student
- holding student/teacher conferences to provide targeted, personalized feedback
- providing choices within writing prompts that engage students based on their backgrounds and/or interests

World Language Department

Student Learning Goal...

Identify a specific skill or unit essential to passing your class

85% of students will be able to master the present tense verb conjugations associated with the 1st year level.

We will measure this summatively by....

Mastery tests in April, first semester and final exams

We will measure this Formatively by...

oral classroom practice

practice mastery tests

This is how we will use technology to meet our goal...

Our mastery tests will be on Canvas.

This is how we will use Culturally Responsive Practices to meet our goal...

Make exceptions for struggling students to demonstrate their mastery at a later time.

American Sign Language Department

Student Learning Goal: All students will improve receptive vocabulary quiz scores by 5 % from Sept-May. Mastering the skill of signing the unit vocabulary through practice, repetition, self and peer assessment, and teacher feedback. The students should consequently have a greater success rate in receptively understanding that same vocabulary during each signed quiz unit.

We will measure this Formatively by:

We will measure formatively through observing and assisting students during the peer evaluation process and assign a score based on the rubric. Evaluation rubrics will assess the 5 parameters for each sign performed: handshape, location, movement, palm orientation, and non-manual signals (facial grammar.) Self/peer rubrics and teacher rubrics cover proper use of constructive feedback, and appropriate suggestions for improvement. Teachers will create lessons designed to ensure 100% engagement using both signed expressive skill and receptive understanding. Students will be tested receptively once they have mastered the expressive vocabulary components. These lessons will be shared within the department in order to help one another improve upon lesson strategies and development.

We will measure this Summatively by:

Each student will engage in both self, peer, and teacher evaluations of signed expressive skills with specific products created in each unit. The self, peer, and teacher critiques will be reflective and constructive tools to help students improve expressive signed performance and therefore retain knowledge of vocabulary for receptive quizzes.

Action steps we will take to meet our goal:

We will collaborate several times weekly to ensure curriculum matches, share ideas and content, and compare results as to whether using the rubrics for peer feedback before student signed vocabulary videos and before vocabulary tests are indeed helping raise the test scores.

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

We will use Microsoft word and google docs for vocabulary lists, DVD videos, PowerPoints, projector, chrome books, YouTube and other internet resources. We will assess all of videos on canvas and toggle grades to skyward.

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

We will utilize teaching approaches that allow for equitable access to content and learning. We will use collaborative time to reflect and plan around culturally responsive practices. Our focus for this year will be to plan and reflect on how to create stronger relationships with our students so we can become more aware of their diverse needs and understand which approaches help to further engage them in their learning.

CTE Department

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.

Social Studies

Student Learning Goal:

The Social Studies department will work collaboratively to modify our curricula through implementing technology-based instruction and culturally responsive strategies in order to improve student engagement.

We will measure this Formatively by:

Department and collaborative group conversation about technology integration and culturally responsive techniques

We will measure this Summatively by:

Developing lessons which put culturally responsive techniques into practice and test out how they work in our classrooms

Action steps we will take to meet our goal:

Book Study, Professional Development on both technology and culturally responsive techniques, UIR training for those able to attend and are interested

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

Every member of our department is using Canvas calendar and other features to the best of our abilities to communicate with our students

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

Our goal is to develop lessons and to reflect culturally responsive practices

Science Department

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:

Use Skyward to gather and store data. 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.

Counseling Department

Goal: Increase our department's level of engagement with families new to Lynnwood High School, in turn increasing the academic success of those students.

We will measure this by: Comparing 9th grade course pass rate for the class of 2021 with that of the class of 2020.

Action steps we will take to meet our goal:

Make personal contact with all parents/guardians of the freshman class at each grading period for all students receiving two or more failing grades.

Technology:

Use Homeroom data to identify target group, noting risk factors and to facilitate comparison of that group and the control group.

Culturally Responsive Practices:

We will use language line to make these calls to parents as necessary and during our conversations, apply our learning from our department's reading and discussions of "Culturally Responsive Teaching" to inform our approach to addressing families own background and beliefs around education

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.