

**STANWOOD HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN**

2017-2018

PRINCIPAL CHRISTINE DEL POZO

Stanwood High School
SIP Introduction
2017-2018

SIP Process Introduction:

Starting with the 2014-2015 school year, we have given the Smarter-Balanced Assessments for English Language Arts (ELA) and Mathematics. This past year the SBA Math test was optional for students in the eleventh grade. We had many students “opt out” of the tests. There was a direct correlation with our test results and the number of students who did not take the test (very low results). The tenth grade students took the ELA test as a replacement to the HSPE Reading and Writing tests. Our results were much higher as the students were required to take the test to meet a state graduation requirement. The SIP plan for our school includes information on how we plan to increase our participation rate for both the ELA SBA and Math SBA.

Our achievement goals are based on state assessments (ELA, Math, Biology), graduation rates, and culture and climate.

	SHS	State
SBA ELA	83.0%	73.6%
SBA Math (11 th grade optional test)	Suppressed	25.9%
Biology	79.8%	71.5%

Here is a list of our state graduation testing requirements by grade level.

<u>Class of 2018 (Seniors)</u>

10th grade SBA ELA

EOC Algebra or Geometry (or 11th grade SBA Math)
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<u>Class of 2019 (Juniors)</u>

10th grade SBA ELA

11th grade SBA Math (or 10th grade SBA Math)
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<u>Class of 2020 (Sophomores)</u>
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10th grade SBA ELA

10th grade SBA Math (or 10th grade SBA Math)
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<u>Class of 2021 (Freshmen)</u>
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10th grade SBA ELA

10th grade SBA Math

EOC Biology (or Comprehensive NGSS Test not available yet)
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Our high school on-time graduation rates rose from 2007 to 2009 and again from 2010-2012. In 2011 the state began using a new formula to compute graduation rates. Beginning with the Class of 2013, the state once again changed the formula for computing graduating rates. In previous years, Special Education and English Language Learner (ELL) students did not count against the school if they stayed until they were 21 to receive services. That changed in 2013 and now any student who receives services past their graduation year counts against the school. Rates are also calculated twice, both as a 4-year average and as a 5-year average.

<u>Year</u>	<u>4-Year Graduation Percentage</u>	<u>5-Year Graduation Percentage</u>
2007-2008	82.9%	84.2%
2008-2009	87.9%	90.4%
2009-2010	87.4%	91.6%
2010-2011	90.5%	90.6%
2011-2012	91.3%	95.6%
2012-2013	89.0%	92.5%
2013-2014	88.6%	92.0%
2014-2015	89.2%	92.0%
2015-2016	89.2%	91.3%
2016-2017	91.7%	Not yet available

The certificated staff at Stanwood High School was introduced to the 5 Dimensions during the 2009-2010 school year. Staff participated in a one-day workshop covering the 5 Dimensions with emphasis on purpose and engagement. The leadership team, including the administrators, participated in six joint learning walk days to gain further understanding of the 5 Dimensions and work on implementing the best practices in their classrooms. Additional learning walks (weekly administrative walks, leadership team walks, and staff studio days) and professional development trainings were conducted from 2009-2013. Christine Del Pozo (SHS Principal) and Tom Wilfong (Assistant Principal/Athletic Director) passed the Rater Reliability 5 Dimensions assessment in June of 2013. Carolyn Coombs (Assistant Principal/Activities Director) passed the Rater Reliability 5 Dimensions assessment in August of 2015. Christine, Tom, and Carolyn attended a refresher Rater Reliability training in June of 2016. Ross Short (CTE Director) passed the Rater Reliability 5 Dimensions assessment in 2017. Staci Lauinger (Dean of Students) is currently taking the Rater Reliability 5 Dimensions training. For the 2017-2018 school year staff are receiving training on the revised state teacher principal evaluation process and instructional practices.

SHS Recent Awards:

Stanwood High School received the 2011, 2013, and 2014 Washington Achievement Award for overall improvement from OSPI and the State Board of Education. Stanwood High School received the 2014 School of Distinction for outstanding improvement in reading and math sustained over a five-year period. In 2016 we received a six-year accreditation through Washington State Association of Educational Service Districts (AESD).

Stanwood High School
SMART Goals
2017-2018

Literacy:

To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

Math:

To have 100% of students successfully complete their math requirements for graduation by the end of their senior year.

Biology:

To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

Graduation Rates:

Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

Stanwood High School
Leadership Team Members
2017-2018

SIP Leadership Participants:

Denise Eichler – Language Arts/Administrative Intern

Jason Femrite – Social Studies

Sarah Gammell – Special Education

Emily Elde - Counseling

Kathy Redfern - Science

Jamie Rowe – Health and Fitness

AJ Brodin – Fine Arts

John Swanson - Mathematics

Zach Ward - CTE

Ross Short - Administrator

Carolyn Coombs - Administrator

Tom Wilfong - Administrator

Staci Lauinger - Administrator

Christine Del Pozo – Administrator

Stanwood High School
Mission, Philosophy, Theory of Action
2017-2018

SHS Mission:

Learning is a lifelong process. The Mission of Stanwood High School is to provide students with the basics needed to become independent learners. Stanwood High School should be a source of pride within the community through a commitment to excellence in all phases of Academic, Athletic, Activity and Art programs.

SHS Philosophy:

We believe in a well-balanced AAAA educational philosophy.

We encourage working, active partnerships with staff, family, and the community.

We recognize strengths, capabilities and special needs.

We emphasize cooperation.

SHS Theory of Action:

Stanwood High School is a comprehensive high school that makes a difference in students' lives by building relationships between students, staff, parents and community while:

- Connecting student learning to their future endeavors,
- Creating a positive classroom environment focused on effective instruction, participation and collaboration,
- Providing opportunities to experience and explore concepts.

Stanwood High School
State Assessment Data (WASL/HSPE/EOC/SBA)

<u>SHS Reading WASL/HSPE Results</u>	
2007-2008	86.2%
2008-2009	87.3%
2009-2010	86.1%
2010-2011	90.3%
2011-2012	87%
2012-2013	92.6%
2013-2014	92.2%
<u>SHS Writing WASL/HSPE Results</u>	
2007-2008	90.9%
2008-2009	93.1%
2009-2010	91.7%
2010-2011	91.8%
2011-2012	90.1%
2012-2013	91.4%
2013-2014	93.7%
<u>SHS SBA ELA Results</u>	
2014-2015	11.4% (11 th grade optional test), 85% (10 th and 11 th grades)
2015-2016	88.3%
2016-2017	83%
<u>SHS Math WASL/HSPE/EOC Results</u>	
2007-2008	56.2%
2008-2009	50.6%
2009-2010	45.5%
2010-2011 (EOC Year 1)	65.3%
2010-2011 (EOC Year 2)	69.4%

2011-2012 (EOC Year 1 - Algebra)	76.3%
2011-2012 (EOC Year 2 - Geometry)	88.5%
2012-2013 (EOC Year 1 - Algebra)	85.8%
2012-2013 (EOC Year 2 - Geometry)	93.7%
2013-2014 (EOC Year 1 - Algebra)	62.6%
2013-2014 (EOC Year 2 - Geometry)	38.0%
SBA ELA Math Results	
2014-2015	27% (11 th grade optional test)
2015-2016	18.2% (11 th grade optional test)
2016-2017	Suppressed (11 th grade optional test)
SHS Science WASL/HSPE/EOC Results	
2007-2008	34.2%
2008-2009	38.9%
2009-2010	45.9%
2010-2011	54.4%
2011-2012 (Biology EOC)	61.7%
2012-2013 (Biology EOC)	89.5%
2013-2014	79.0%
2014-2015	78.2%
2015-2016	75.8%
2016-2017	79.8%

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

LITERACY/MATH ACTION PLAN – PARTICIPATION GOAL

S.M.A.R.T. GOAL: Achieve 95% participation rate on ELA SBA and Math SBA assessments.

STRATEGY: Promote reasons to take ELA SBA and Math SBA assessments through a variety of methods.

RATIONALE: Meet ESEA requirement of 95% participation rate on state assessments.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
<p>Share importance of taking the ELA SBA and Math SBA state assessment with students and families.</p> <p>This will be done through the school newsletters, use of the auto dialer, fall resource list, advisory lessons, and class presentations.</p>	N/A	Reminders for staff (staff meetings, e-mails).	September, 2017 – May, 2018	Labels Envelopes Letter School newsletter Auto dialer Resource list	SHS Administrators SHS Language Arts teachers SHS Math teachers SHS Advisory teachers SHS Secretaries	Documents used for sharing the importance of taking the ELA SBA and Math SBA (newsletter, auto dialer, resource list, advisory lessons, class presentation notes).
Call students out of class who do not show up to take the ELA SBA and Math SBA.	N/A	N/A	November, 2017, April, 2018 (ELA), and May, 2018 (Math)	Student schedules and attendance	SHS Administrators SHS Assessment Coordinators	Reduction in the amount of students who did not take the ELA SBA and Math SBA.

Create an alternative testing schedule for Running Start students.	N/A	N/A	November, 2017, April, 2018 (ELA), and May, 2018 (Math)	Alternative testing schedule Proctors for tests	SHS Administrators SHS Counselors SHS Assessment Coordinators	Reduction in the amount of students who did not take the ELA SBA and Math SBA. Copy of alternative schedule.
Send a letter to families of students who need to take the ELA SBA and Math SBA tests. Include reasons for taking the test and resources on how to help the students prepare for the test.	N/A	N/A	November, 2017, April, 2018 (ELA), and May, 2018 (Math)	Testing letter Envelopes Labels	SHS Administrators SHS Counselors SHS Assessment Coordinators	Reduction in the amount of students who did not take the ELA SBA and Math SBA. Copy of testing letter.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

LITERACY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

STRATEGY: Work directly with students that have not passed their ELA requirements.

RATIONALE: Small population of students who have not passed (or taken) the exam can benefit from direct intervention.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Phone call to parents/guardians of students who have not taken the test.	N/A	N/A	February – March, 2018	N/A	Counselors (as many students are Running Start)	Phone call.
Test Boot camp.	Test prep for juniors who scored 1 or 2 on previous exam.	N/A	Two weeks before test	Lab, OSPI practice test material	Junior English Teachers with students who scored 1 or 2 on previous exam	Students' scores on Spring ELA.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

LITERACY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

STRATEGY: Implement strategies designed to address underperforming student group areas, such as Special Education, English Language Learners (ELL), and Low Income.

RATIONALE: Increase the percentage of students passing state assessments in our underperforming student groups (examples - Special Education, ELL, and Low Income).

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Provide translators for teacher meetings and conferences.	Being able to have two-way communication with ELL families.	None needed Setting up translators with Special Services Secretary Sonja Beam.	2017-2018 School Year	Building budget funds.	Christine Del Pozo Sonja Beam Counselors Wendy Fox Individual teachers	Attendance at meetings and conferences.
Provide translated messages to ELL families.	Being able to have newsletters and other messages in ELL family first languages.	None needed Translating of materials.	2017-2018 School Year	Building budget funds.	Christine Del Pozo Secretaries	Attendance at meetings, informal information gathered from families.
Provide specific training for teachers on how to modify curriculum to meet needs of students in underperforming student groups	Specific strategies shared on how to modify curriculum for Special Education, ELL, and Low Income students.	Special Services staff (Special Education teachers, ELL teacher) present to teachers.	ELL presentation in January 3 rd , 2018. Special Education presentation October 4 th ,	Wednesday morning staff meetings, Handouts.	Christine Del Pozo SHS Leadership Team Special Services staff SHS Administrators	Pre/post observations, follow up conversations with staff, learning walks, ELA data, other formative assessments, staff reflection/surveys.

(Special Education, ELL, and Low Income).			2017			
Identify students who fall in the underperforming student groups (Special Education, ELL, and Low Income). Share information with staff that have these students in class.	Staff will know specific students who may struggle based on what student group they fall under. Staff will work specifically with these students and modify curriculum as needed to meet their needs.	Information will be shared with specific staff members.	November, 2017	Staff meetings, individual meetings with teachers.	SHS Administrators, SHS Counselors, SHS Special Services staff	Completing of meetings and sharing of data.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

LITERACY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

STRATEGY: Create support programs to assist students with preparing for ELA state assessments.

RATIONALE: Provide additional resources for students to prepare and practice for ELA state assessments to help reduce student stress.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Provide after school study sessions to prepare students for state assessments.	More one-on-one support to prepare for state assessment.	None needed	On-going, 2017-2018	Study packets, Building budget Teacher to prepare for sessions and teach sessions.	SHS Administrators SHS Language Arts Teachers	SBA ELA results, feedback from students.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

MATH ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their math requirements for graduation by the end of their senior year.

STRATEGY: Create after school support program to assist students with preparing for Math state assessment.

RATIONALE: Provide additional resources for students to prepare and practice for Math state assessment to help reduce student stress.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Provide after school study sessions to prepare students for state assessments in Math SBA.	More one-on-one support to prepare for state assessment.	None needed.	On-going, 2017-2018	Study packets, Building budget, Teacher to prepare for sessions and teach sessions.	SHS Administrators, SHS Math teachers	SBA results, feedback from students.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

MATH ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their Math graduation requirements by the end of their senior year.

STRATEGY: To individualize senior intervention strategies and continue preparing juniors, sophomores, and freshmen to pass the SBA.

RATIONALE: We have 8 seniors who have yet to complete their math requirement for graduation, they all have different needs and a one-size fits all plan is not going to work. On the other hand, we only have 8 seniors who still need to pass the test, so the preparation before senior year has been largely effective and should continue.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Two seniors have language barriers, so we will find out what tools they can use and help them to access those.	Contact Cate Perry to see what these specific students need and can use.		Contact Cate Perry by the end of November, 2017 Use the tools in class once we know what they are.	Cate Perry	Nick Schmidt	Students progress in their understanding of questions written in English. Students pass the SBA.
Two seniors are in Running Start, so we will talk to the counselors to find out the best way to contact them and help them.	Contact the counselors to see what these students need for help. Get these students		Contact counselors by the end of November, 2017 SBA prep	Counselors SBA Prep course	John Swanson	Students pass SBAC. Progress in SBA Prep

	into an SBA prep program.		program in the spring, 2018			course.
Two seniors are in Personal Finance with Mr. Ward, so we will talk to Mr. Ward and the counselors to find the best way to help them.	Contact Mr. Ward about the students to let him know and to get an assessment of the students' knowledge. Contact counselors to see what options these students have. Get these students into an SBA prep program.		Contact made by the end of November, 2017 Contact made by the end of November, 2017 SBA prep program in the spring, 2018.	Mr. Ward Counselors SBA Prep course	John Swanson	Students pass the SBA. Students pass the SBA. Progress in SBA Prep course.
Two seniors are in our math classes (One in Algebra 2 and one in Geometry), so we will help them by teaching them the skills that they are missing as well as preparing them with SBA review and practice.	Teach them the math skills needed to pass the SBA. SBA Prep and test prep in class. Get these students into an SBA prep program.		Throughout the year, 2017-2018. In the winter and the spring of 2018 leading up to the SBA. SBA prep program in the spring, 2018.	Computer access during class. Access to the practice tests. SBA Prep course.	Nick Schmidt Dave Telford	Students progress in their learning throughout the year. Measured by homework quizzes and tests. Students pass the SBA. Students progress in SBA prep course.
SBA Prep course after school in the spring, 2018. Mostly for the seniors and at risk juniors, although it can be open to anyone.	A course to review the main topics on the SBA as well as provide practice with the test and formatting.		SBA Prep course in the spring.	Funding, access to computers and prep material.	Math Department	Does an SBA prep course get set up? Do students take it?

SBA review and geometry review in classes.	Prepare the students to take the SBA by reviewing the topics and preparing with the type of questions and test formatting.		In the winter and the spring, leading up to the SBA.	Computer access during class. Access to the practice tests.	Math Department	Successful completion of reviews and practice tests.
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Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

BIOLOGY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

STRATEGY: There is a desire to work collaboratively. To develop and implement common, high quality measures that will lead to a greater opportunity to reach proficiency on the Washington State Science Assessment.

RATIONALE: To move toward implementation of the Next Generation Science Standards (NGSS). The percentage is low due to an expected high percentage of students opting out of taking the test since it is not a graduation requirement. There are a high percentage of juniors this year who are not taking a science course since a third year of science is not a requirement at Stanwood High School.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Students will collaborate during worksheets, lab activities, lecture and discussions. Students will focus on activities that directly relate to modeling the concepts.	Classroom tutoring and tutoring help available during study tables Tuesday/Thursday. Collaboration with Special Education for support of IEP students.	TBD by building or district.	September, 2017 to June, 2018	Staff collaboration time Financial support	The science department, and District and Building administration	Progress on classroom activities. Test results.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

BIOLOGY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

STRATEGY: Expand alignment of Agriculture courses to Next Generation Science Standards (NGSS) by incorporating the evidence statements for each standard into the course and collaborating with the Science Department.

RATIONALE: As the state moves towards the NGSS it is important that our courses continue to be aligned to these standards and that students be able to show proficiency based on the evidence statements developed for those standards.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Work with Science Department to review and adjust curriculum to meet NGSS standards in both programs.	Identify need areas for struggling students within the curriculum.	Time to review the standards and the related evidence statements.	September, 2017 – June, 2018	Google Drive Course Frameworks Standards documents	Margaret Olson Mike Hougan Chris Carlson Susan Britain Susan Hauenstein Michael Randall Scott Bates Lindsey Whidden-Moses Kathy Redfern	By June 2018 develop a crosswalk between course content and evidence statements.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

GRADUATION RATES ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

STRATEGY: Identify and focus on failing and struggling students.

RATIONALE: If students are failing courses, they can't graduate.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Train and encourage students and parents to regularly access Skyward to review grades.	Train non-proficient students on the benefits of taking ownership of grade.	Train staff on how to view student passwords, e-mail parents through Skyward, how to attach assignments, and how to use Skyward to help students.	Staff trainings (September 1 st , 2017, training session, train students in advisory lesson, Parent /Guardian Academy training on August 30 th , 2017. Information placed in parent/ guardian newsletter during the school year.	Access to Skyward.	SHS Teachers at conferences, Parent/Guardian Academy (Ross Short and Renee Herigstad)	Report cards/ progress reports.

Identify incoming 9 th grade students who struggled in middle school.	Be proactive with supporting students who have struggled previously.	Graduation Intervention Specialist (Rita Peterson) already knew how to use Skyward to prepare data.	Identified in August, 2017.	Access to Skyward.	Rita Peterson SHS Counselors SHS Administrators (and information from middle school staff)	List of struggling students.
Place 9 th grade struggling students in general education resource course (6 th period). Students in resource class work on missing work for their other courses.	Class was designed for struggling students.	Graduation Intervention Specialist (Rita Peterson) already knew how to use Skyward to prepare data. Mrs. Peterson taught a special education resource class in previous years.	Identified in August, 2017 for course. Some identified after school started in September and October, 2017.	Chrome books, resources for completing missing work (textbooks, dictionaries, paper, etc.).	Rita Peterson	Roster for general education resource class. Grades of students in the resource class.
Provide a list of resources for families (classroom, mental health, substance abuse, other resources). List will be available at conferences, on the website, and sent home.	List of where to get help for struggling students.	N/A – staff given time at a staff meeting to create resource list.	November 1, 2017. Newsletter put together by November 8, 2017	Copy paper Printing Envelopes Labels Cost of mailing	SHS Staff SHS Administrators SHS Secretaries	Feedback from families at conferences.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

GRADUATION RATES ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

STRATEGIES: Focus on chronic absence intervention.

RATIONALE: Focus on tracking student attendance and following through with Becca/truancy policies to reduce student absences and increase academic performance.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Track student attendance; complying with SCSD and RCW policy procedures for attendance (attendance letters, auto dialer attendance messages). Includes Dean of Students, student, parent/guardian conferences.	Monitor student attendance for all students, encourage them to be at school.	Training for Dean of Students regarding attendance and Becca laws, staff training.	August, 2017 – June, 2018	Funds for Dean of Students to attend trainings, resources include technology and paper.	SHS Administrators. SHS Secretaries	Attendance data.
WARNS assessment (focus on 6 scale areas – aggression, depression, substance abuse, peer deviance, family environment,	Assesses why student is not attending classes (identifies number of ACEs student has).	Training for staff members giving WARNS assessment.	October, 2017 – June, 2018	WARNS assessment access, WARNS assessment, computer.	District secretary and Assistant Superintendent, SHS Administrators, SHS Counselors, SHS Secretaries	Assessment data.

and school engagement).						
Community Truancy Board (CTB) meeting with student and parent/guardian.	Encourage student to attend school, find out why they are not attending and help them problem solve, CTB will create plan for school and student to follow.	CTB training for administrators and community members, initial CTB presentation for school staff.	October, 2017 – June, 2018	Meeting room, CTB committee, and student data.	District secretary and Assistant Superintendent, SHS Administrators, SHS Counselors, SHS Secretaries, community members	CTB meeting notes and plan.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

GRADUATION RATES ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve 100% on time graduation rate for the class of 2018.

STRATEGY: Identify and focus on students missing classes.

RATIONALE: There is a direct correlation with attendance and success in classroom.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
<p>Let attendance officer know when students are regularly absent.</p> <p>Possible email home to parents/guardians.</p>	<p>Conference with student when they reach 5 unexcused absences.</p>	<p>School coordination of names of students with 5 or more unexcused absences.</p>	<p>Each semester September 6, 2017 – January 31, 2018</p> <p>February 1st - June 18, 2018</p>	<p>Access to skyward. Data from Dean of Students and attendance secretary.</p>	<p>Health/fitness Teacher Dean of Students Attendance Secretary</p>	<p>Report Cards/Progress reports</p> <p>Attendance reports</p>

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

GRADUATION ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

STRATEGY: Working with students and families to individualize education towards post-secondary goals.

RATIONALE: Improving long-term options for students towards employment and post-secondary education.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Monitoring student progress Variety of assessments Adjusting schedules to meet post-secondary goals IEP meetings	Credit retrieval Adjusting graduation rate Job coaching	Collaboration towards presentation on best practices in modifying curriculum in regular education classes.	September, 2017 through June, 2018	Collaboration time	Sarah Gammell Ken Wood Clarene Ricarte Rick Nation Bobbi Lemme Konan Luce Kathy Bateman Shelly Rubatino Rita Peterson Jenny Tate Jennifer Zill Tom Hiegler Chris Bartness Jeff Davis	IEP meetings Tracking progress post graduation

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

GRADUATION RATE ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

STRATEGY: Working with students and families to individualize education towards post-secondary goals.

RATIONALE: Improving long-term options for students towards employment and post-secondary education.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Monitoring student progress.	Credit retrieval. Class of 2021 Refer students to Graduation Intervention Specialist.	Training on My School Data.	September, 2017 through June, 2018	Collaboration time.	Tricia Tayon, Emily Elde, Paige Watson, Jeff Davis	Tracking progress post graduation.
Adjusting schedules to meet post-secondary goals.	Meeting with students to better understand needs.	N/A	September, 2017 through June, 2017	Time for meetings.	Tricia Tayon, Emily Elde, Paige Watson, Jeff Davis	Tracking progress post graduation.
Develop personalized pathways toward post-secondary goals.	Continue to work with 9 th grade students on updating their My School Data and Personal Pathways. Continue to work with 10 th , 11 th and	Continue trainings and work with My School Data Resources.	September, 2017 through June, 2018	Continuation of trainings at NWRDC.	Tricia Tayon, Emily Elde, Paige Watson, Jeff Davis	Personalized pathways developed, materials created for pathways.

	12 th grade students on High School and Beyond Planning.					
Monitor progress of the Class of 2021 to meet the new 24-credit graduation requirement.	Refer students to Graduation Intervention Specialist.	Continue trainings with NWRDC and WSAC/OSPI.	On-going, 2017-2018	Continue trainings with NWRDC and WSAC/OSPI. Time to meet with Graduation Intervention Specialist.	Tricia Tayon, Emily Elde, Paige Watson, Jeff Davis Rita Peterson (Graduation Intervention Specialist)	Track progress of meeting 24-credit graduation requirements.

Stanwood High School
SCHOOL IMPROVEMENT PLAN
2017-2018

GRADUATION RATE ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

STRATEGY: Expand opportunities, recruitment, and student skill certifications in Career & Technical Education Programs.

RATIONALE: Students enrolled in career and technical education programs graduate high school at a rate more than 10% above the state average.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Develop a comprehensive plan to recruit students to take CTE Courses & become CTE Completers.	Provide non-proficient students with opportunities to learn and apply skills.	Training on opportunities for students & expanded course offerings.	September, 2017 – May, 2018	Flyers, Pictures, video,	Ross Short CTE Teachers	Launch of CTE Campaign. Course sign ups.
Update programs of study and train staff and students in their use.	Providing students with a clear vision of their future goals and a plan to achieve them will encourage them to finish high school.	Training on programs of study.	September, 2017 – January, 2018	Google Sites	Ross Short CTE Teachers	In June of 2018 evaluate the number of students that have accessed the programs of study resources.
Review course offerings and adjust to meet graduation, entrance, and career	Students that have a clear goal and an outlined program to meet that goal	Training related to course offerings, grad requirements and framework	September, 2017 — May, 2018	Computers Surveys	Ross Short CTE Teachers	Create student interest surveys to measure interest, then monitor course registrations.

goals of students as outlined in their High School and Beyond Plan.	are more likely to graduate.	development.				
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Culture and Climate

The leadership team decided to not create a separate school culture and climate goal for 2017-2020. However, we are still working on this area. Here is our plan for this year.

1. Positive postcards home – November, 2017 – staff wrote a good news postcard to students. Students were called down to the office and we called home about the students being positive at school. Students were given a reward and their good news card to take home.
2. Advisory program – Focus on college and career readiness, building relationships and focusing on creating an environment where every student matters (relationships with students).
3. Spirit Guard volunteer program – provide trainings to community members to volunteer on campus and at school functions.
4. Hold events periodically during the school year so families are away of what is going on at the high school (open house, parent/guardian academy, College and Career Readiness night, FAFSA, conferences, and registration night).
5. Continue Spartans United theme events for HSS during the school year to improve culture and climate.
6. Small group meetings to prepare suicide prevention activities for students and staff.
7. Additional staff and student trainings on suicide prevention.
8. Work on new facility – design, culture, etc.
9. Hold family meetings with struggling students (involves counselors, administrators, teachers, and families).
10. Establish a new Autism program.
11. Wall mural by art room with a variety of symbols representing groups at SHS.
12. Work on creating a culture night (World Languages/Fine Arts/Culinary Arts) – may not take place until 2018-2019 due to length of planning the event.
13. Host a World Language Olympics in the springtime.
14. Pay It Forward activity – departments chose to do something for other departments as a way to recognize staff members.

General Information:

1. Provide informational night to parents/guardians/students on College In The High School, Running Start, and Advanced Placement (AP) programs.
2. Promote College In The High School, Running Start, and AP in classrooms.
3. Attend/provide training on setting up dual credit courses at the high school level.
4. Provide test information through junior year advisory classes and through announcements and posters.
5. Provide test information to families through school newsletter and Arena Night Conferences.
6. Provide information on using Family Access (Skyward student management program) and school website.
7. Use auto dialer, school website, school newsletters, reader board, and local newspapers as ways of communicating with families.