District Target for Smarter Balanced Assessment: In 2013-14, Shoreline School District exceeded the State average of all students, grade 10, meeting standard on the HSPE by 6.2% in reading. On the 2014-15 Smarter Balanced Assessment in English Language Arts, Shoreline School District will maintain or exceed the State average by at least 6.2%. Shoreline will also show improvement relative to the state and district averages on the English Language Arts portion of the Smarter Balanced Assessment for all identified lower performing subgroups.

School Comprehensive Needs Assessment:

<table>
<thead>
<tr>
<th>2013-14 HSPE/EOC Results for SIP: Shorewood</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students at Standard</td>
<td></td>
</tr>
<tr>
<td>Gr. 10</td>
<td>85.4%</td>
</tr>
<tr>
<td>Literacy</td>
<td>82.6%</td>
</tr>
<tr>
<td>School Average</td>
<td></td>
</tr>
<tr>
<td>State Average</td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

School Target for Smarter Balanced Assessment in Literacy: On the 2013-14 HSPE, SW High exceeded the state average by 2.8% in Reading. In the 2014-15 Smarter Balanced Assessment for English Language Arts, our school will show improvement in literacy relative to the state average.

School Student Growth Goal for Common Core State Standards in Literacy:

Students will show growth in mastery of Common Core State Standards in literacy as measured by classroom-based assessments and CCSS rubrics.
<table>
<thead>
<tr>
<th>Action Plan for All Students (including professional development)</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Common Core State Standards across the curriculum, CCSS and NGSS common practices, and Next Generation Science Standards. Integrating these standards and practices in the work of the building PLC’s and quarterly goals- all subjects. Common core and PLC workshops. SAS intervention time. HWC for grade 9 and 10.</td>
<td>All staff</td>
<td>August – June</td>
<td>Student growth data reported on PLC and Department Goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development)</strong></td>
<td>Responsibility</td>
<td>Timeline</td>
<td>Evidence of Effectiveness (Student Growth Measures)</td>
<td>Resources Required</td>
</tr>
<tr>
<td>Develop and implement small group and individual interventions during SAS period. Develop and implement targeted, tier 2 interventions in SAS period. Develop targeted interventions for groups that we can predict who may perform below standard on standardized assessment (EOC). Implement targeted interventions for groups that we can predict who may perform below standard on SBAC Literacy. Read 180 intervention classes for selected students.</td>
<td>District Committee Staff Leadership Group, Department Leaders and Staff</td>
<td>June-June October-January</td>
<td>Impacts to failure rate. Impacts to overall grades and GPA.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan to Increase Parent Involvement (Required of Title I Schools)</strong></td>
<td>Responsibility</td>
<td>Timeline</td>
<td>Evidence of Effectiveness</td>
<td>Resources Required</td>
</tr>
<tr>
<td>Not Required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### District Target for Smarter Balanced Assessment:
In 2013-14, Shoreline School District exceeded the State average of all students meeting standard on the grade 10 EOC 1 (algebra) by 14.3% and on the grade 10 EOC 2 (geometry) by 1.6%. On the grade 9 EOC 1 (algebra) Shoreline exceeded the state average by 7.2%. On the 2014-15 Smarter Balanced Assessment in math, Shoreline School District will maintain or exceed the State average relative to the state and district averages on the math portion of the Smarter Balanced Assessment for all identified lower performing subgroups.

### School Comprehensive Needs Assessment:

<table>
<thead>
<tr>
<th></th>
<th>2013-14 HSPE/EOC Results for SIP: Shorewood</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of Students at Standard</td>
<td></td>
</tr>
<tr>
<td>Gr. 10</td>
<td>Math EOC (Gr. 10)</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>School Average</td>
<td>85.4%</td>
<td>93.3%</td>
</tr>
<tr>
<td>State Average</td>
<td>82.6%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Difference</td>
<td>2.8%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

|                      | Math EOC (Gr. 9-12)                       |                     |
|                      | Year 1                                    | Year 2              |
| School Average       | 61.2%                                     | 69.2%               |
| State Average        | 58.2%                                     | 53.4%               |
| Difference           | 3.0%                                      | 15.8%               |

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (... shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process ...) RCW 28A.655.100 Performance goals – reporting requirements (... include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals ...)
**School Target for Smarter Balanced Assessment in Math:** Shorewood High School will show improvement relative to the state average in the Mathematics portion of the Smarter Balanced Assessment for all grade levels and all identified lower performing subgroups. On the 2013-14 EOC 1, Shorewood grade 9 students exceeded the state average by 8.5%; on the EOC 1 grade 10, Shorewood exceeded the state average by 13.8%; on the EOC 2, Shorewood grade 10 students were below the state average by -2.3%. On the 2014-15 Smarter Balanced Assessment, our school will continue to show improvement relative to the state average.

---

**School Student Growth Goal for Common Core State Standards in Math:**

**Students will show growth in mastery of Common Core State Standards in math as measured by classroom-based assessments and CCSS rubrics.**

<table>
<thead>
<tr>
<th>Action Plan for All Students (including professional development)</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Common Core State Standards and CCSS/NGSS common practices within the math and Special education departments teaching practices. Integrating these standards and practices in the work of the building PLC’s and quarterly goals in math and special education as they relate to math. Common core and PLC workshops. Math HW Club in Alg 1, Geo, Alg 2</td>
<td>Department staff</td>
<td>August – June</td>
<td>Student growth data reported on PLC and Department Goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development)</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement small group and individual interventions during SAS period relating to math achievement. Develop and implement targeted, tier 2 interventions in</td>
<td>District Committee Staff Leadership Group, Department Leaders and Staff, Special Education</td>
<td>June–June</td>
<td>Impacts to failure rate. Impacts to overall grades and GPA.</td>
<td></td>
</tr>
</tbody>
</table>
SAS period relating to math achievement.

Develop targeted interventions for groups that we can predict who may perform below standard on standardized assessment (EOC math 1 and 2). SAS interventions based on MSP and EOC scores.

Intensified Algebra Classes
Team-taught A1 for special education students.
Team-taught geometry for special education students.
Targeted intervention for select students who are level 2 or 1 on the EOC.

<table>
<thead>
<tr>
<th>Action Plan to Increase Parent Involvement (Required of Title I Schools)</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department PLC Goals and Data Collection Tool

A. DRAFT Art Department.......................... pg 3
B. Counseling ........................................ pg 3
C. CTE Department................................ pg 3
D. English Department............................. pg 4
E. Library PLC........................................ pg 4
F. Math Department................................. pg 4
G. Music Department............................... pg 4
H. Physical Education Department............. pg 5
I. Social Studies Department Goals .......... pg 5
J. Science Department............................. pg 5
K. Special Education Department Goals ..... pg 5
L. World Languages Department.............. pg 6

SWHS 2014-2015 School Improvement Plan- Working Themes

1. The School will pursue self-study and re-accreditation through the AdvanceEd® process. Accreditation will help staff produce a “road map” for school improvement for the 5-year cycle of accreditation.

2. The School will institute a model for collaborative leadership with the community that brings together staff, student, PTSA, Booster leaders and parents at large in a “summit” to share and form a common agenda for community and continuous improvement of school life.

3. The School will pursue state required academic achievement goals in Literacy and Math with the transition to the Smarter Balanced Assessment (SBAC).

4. All Departments and PLC’s will pursue student growth goals aligned to the state’s adoption of Common Core State Standards (CCSS) Next Generation Science Standards (NGSS), and the common practices of both sets of standards. Departments and PLC’s will report 1/4ly student growth and achievement data to admin for including in the SIP.
   a. Report each PLC’s baseline data for each quarterly goal, expressed as a percent of the total of students who met the STANDARD on the BASELINE assessment.
b. Report each PLC’s data based on the summative assessment for each quarterly goal, expressed as a percent of the total of students who met the STANDARD on the SUMMATIVE assessment after instruction.

c. Select PLC’s directly related to the State Literacy and Math goals will also report total growth data regardless of whether the students met the standard or not.

5. As part of a district initiative, the staff will implement a revised bell schedule including teacher directed and more targeted intervention through SAS and after school. Part of the interventions will focus on achievement gaps.

6. The staff will continue the development of PLC’s that support collaborative curriculum, common assessment and intervention for struggling learners.

7. The staff will develop of a small number of common classroom practices that serve our students. These agreed strategies will be drawn from current strategies including essential characteristics in the Danielson framework, select SIOP strategies, select AVID strategies, and methods relating to Common Core state standards. Following agreement on these practices, we would hold ourselves accountable to implementing the practices school-wide.

Beginning with 2014-2015, staff will post the purpose statement for every lesson every day. (Recommend a SIOP Model with content/skill objective and language objective. This is different than posting an agenda for the day.)
SWHS Department Student Learning Improvement Goals:

A. DRAFT Art Department: Students will improve in the ability to…

1. Continue to integrate Common Core Skills with Non-Fiction Reading and Writing into all of our classes. This will be done by using Scholastic Art Magazines at least 3 to 4 times in the semester.

2. 100% of the students will achieve 80% proficiency on vocabulary for each of our disciplines. First semester by 1/9/14. Second semester by 6/4/15

3. We will state the Purpose or Learning Goal on the board everyday at the beginning of the period.

4. 100% of the students will participate in two all class Museum/Gallery Visit as a class Field Trip to the Shoreline City Hall. We will do one early in the term and take the second Field Trip towards the end of the term. We are using this to show student growth in the use of the Language of Art (Elements and Principles). If they miss the either of the field trips they must make it up on their own.

B. Counseling:

51% of Shorewood's 10th grade achievement gap populations of Black/African American, Hispanic and Native American, and 42% of 10th grade free/reduced lunch students (also achievement gap population) are below standard as measured by the End of Course (EOC) math test. Through comprehensive school counseling interventions, this percentage rate will reduce by 10% or more for each population as measured by the 2015 EOC.
(See SBE Achievement Index Data)

C. CTE Department:
Students will grow in their ability to build a strong base of knowledge as well as read, write and speak, grounded in evidence using content-rich texts. (Common Core Practices E1 & E5)

1. Read, write, and speak grounded in evidence (Common Practices E5)

2. Demonstrate independence in reading complex texts, and writing and speaking about them (Common Practices E1)
D. English Department Goals: Students will improve in the ability to…

1. *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* [CCSS.ELA-Literacy.RI.9-10.1]

2. *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.* [CCSS.ELA-Literacy.W.9-10.2]

E. Library PLC Goal

[CCSS.ELA-Literacy.CCRA.W.8]

Students in World History will grow in their ability to apply evaluation criteria to print and digital resources.

F. Math Department Goals: See attached sheet for goals relating to the EOC and SBAC. In addition, The Shorewood Mathematics Department will work together in Professional Learning Communities to implement the Common Core Standards and in particular incorporate M1, Mathematical Practices: Make sense of problems and persevere in solving them. This is in keeping with the traditional content and curriculum of AP Calculus and Pre Calculus at Shorewood High School and will be addressed at earlier levels of mathematics through setting up and solving problems of increasing complexity.

G. Music Department: Students will improve in the ability to…

1. Use classroom technology to enhance and enrich student growth (including but not limited to: note reading and rhythm websites, you tube videos, Audacity recording) Common Practices E6
2. Use mathematical concepts to understand and demonstrate the relationships of note values and rhythms. Common Practices S5
3. Use reading and writing skills to evaluate and critique various aspects of musical performance, and to create story lines and written programs to describe musical imagery. Common Practices E3
H. Physical Education Department:
Students will be able to create a fitness plan grounded in evidence based on obtaining, analyzing and interpreting their personal fitness data.

Standards: CCS: E5 Read, speak and write grounded in evidence
State CBA: Personal Fitness plan

The student should be able to evaluate their personal fitness level, know the health related components of fitness, content specific vocabulary and the FITT principle.

I. Social Studies Department Goals: Students will improve in the ability to…

CCSS.ELA-LITERACY.RH.11-12.1
As a department, we will get over 80% of our students to: 1) Cite textual detail to support an argument and 2) Use specific textual detail to support understanding of the source (primary and secondary) as a whole.

J. Science Department: Students will improve in the ability to…

#1) Biology EOC strand data will be analyzed to determine gaps in teaching and learning. Determine what content units and/or classes (Biology/IPS) can be redesigned to fill the learning gap. Determine what specific curriculum and/or assessments can be used.

#2) PLCs will design common assessments and/or rubrics (tools) to use for assessing student growth in areas related to science and engineering practices of the NGSS. All/most students will show growth in these areas, which include: 1) developing and using models, 2) analyzing and interpreting data, 3) using evidence in engage in argument, and 4) using mathematics and computational thinking.

Maintain or exceed the 2013-14 Biology EOC passing rate of 77%.

K. Special Education Department Goals:
  1. Literacy Goal- Increase reading fluency and comprehension.
     Students will improve in the ability to read and comprehend literature, including stories, dramas, and poetry, in the appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-LITERACY.RL.
Common Practices:
E6- Use technology and media strategically and capably
E2- Build a strong base of knowledge
S1- Ask questions and define problem

2. Study skills- Students will improve in the ability to…
   Common Core Practices:
   E6- Use technology and media strategically and capably
   M5- Use appropriate tools strategically
   S1- Ask Questions and define problems
   S8- Obtain, evaluate and communicate information

3. See attached state SIP sheet for goals relating to the Math EOC and SBAC. Math teachers will report with the Math PLC.

L. World Languages Department:
Students will improve in their ability to accurately communicate in the target language. Common Core Connection: students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.1