



SHORELINE SCHOOL DISTRICT

**2015-2016 School Improvement Plan:
LITERACY**

School: Shorewood High School

Date: October, 2015

Principal: Bill Dunbar

- **District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for English Language Arts by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

Title I Schools – In your Comprehensive Needs Assessment, please include 1) your school demographics including race and income levels; and 2) your achievement data broken down by race and income levels. Please include DIBELS (elementary), SRI, and SBAC data.

SWHS results on the SBA exceeded the state average by 5.5%. 31.7 % of SWHS Students Grade 10 and 11 met standard. The State average was 26.2% meeting standard. The overall scores are based on all students including refusals, absences etc.

Scores excluding refusals and absences were stronger: 77% of SWHS Students Grade 10 and 11 met standard. There are significant achievement gaps indicated by ethnicity for African American and Latino students in literacy.

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: Shorewood High School will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for English Language Arts over the 2015 results. For subgroups of students performing lower than the district average, Shorewood High School will make progress to close the gap. Seeking increases of 5% in keeping with District goals.

Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
<p>Develop and implement small group and individual interventions during SAS period.</p> <p>Develop and implement targeted, tier 2 interventions in SAS period.</p> <p>Implement targeted interventions for groups that we can predict who may perform below standard on SBAC Literacy.</p> <p>Read 180 intervention classes for selected students.</p>	<p>Staff Leadership Group, Department Leaders and Staff</p>	<p>June-June</p> <p>October-January</p>	<p>Impacts to failure rate.</p> <p>Impacts to overall grades and GPA.</p> <p>Impacts to SBAC results.</p>	

Federal programs such as Title I and state programs such as TBIP and LAP provide supplemental support to eligible students in coordination with and in addition to local program funds. Instruction is provided by highly qualified teachers and para-educators, and parents at Title I schools are notified each year of their right to know about the qualifications of the staff at their school. Shoreline ensures that all teachers meet highly qualified requirements as part of our posting and hiring process.



SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: MATH

School: Shorewood High School

Date: October, 2015

Principal: Bill Dunbar

- **District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment in Math by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

SWHS results on the SBA exceeded the state average by 12.8%. 26.4% of SWHS Students Grade 11 met standard. The State average was 13.6% meeting standard. The overall scores are based on all students including refusals, absences etc.

Scores excluding refusals and absences were higher: 55% of SWHS Students Grade 11 met standard. There are significant achievement gaps indicated by ethnicity for African American and Latino students in math.

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: Shorewood High School will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for math over the 2015 results. For subgroups of students performing lower than the district average, Shorewood High School will make progress to close the gap. Seeking increases of 5% in keeping with District goals.

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.

Action Plan for All Students (including professional development)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
<p>Implementing Common Core State Standards and CCSS/NGSS common practices within the math and Special education departments teaching practices.</p> <p>Integrating these standards and practices in the work of the building PLC's and goals in math and special education as they relate to math.</p> <p>Math HW Club in Alg 1, Geo, Alg 2</p> <p>“Complex Instruction” Professional Development in Math.</p>	<p>Department staff</p> <p>Department staff; 1 special education staff</p>	<p>August – June</p> <p>August – June</p>	<p>Student growth data reported on PLC and Department Goals.</p> <p>Changes in math mindset for students. Increased math achievement on classroom-based assessments.</p>	
Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
<p>Develop and implement small group and individual interventions during SAS period relating to math achievement.</p> <p>Develop and implement targeted, tier 2 interventions in SAS period relating to math achievement.</p> <p>Develop targeted interventions for groups that we can predict who may perform below standard on standardized assessments.</p> <p>Intensified Algebra Classes Team-taught A1 for special education students. Team-taught classes for special education students.</p> <p>“Complex Instruction” Professional Development in</p>	<p>District Committee Staff Leadership Group, Department Leaders and Staff, Special Education Staff</p> <p>Department staff; 1</p>	<p>June- June</p> <p>October- January</p> <p>August –</p>	<p>Impacts to failure rate. Impacts to overall grades and GPA.</p> <p>Changes in math mindset for students.</p>	

Math.	special education staff	June	Increased math achievement on classroom-based assessments.	
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Federal programs such as Title I and state programs such as TBIP and LAP provide supplemental support to eligible students in coordination with and in addition to local program funds. Instruction is provided by highly qualified teachers and para-educators, and parents at Title I schools are notified each year of their right to know about the qualifications of the staff at their school. Shoreline ensures that all teachers meet highly qualified requirements as part of our posting and hiring process.

SWHS 2015-2016 School Improvement Plan- Overview/Building Level

1. The School will pursue academic achievement goals in Literacy and Math to improve student achievement on the Smarter Balanced Assessment (SBAC).
 - a. Seeking increases of 5% in keeping with District goals.
 - b. See specific forms.
2. The staff will continue the development of PLC's that support collaborative curriculum, common assessment and intervention for struggling learners.
3. Staff will delve deeper into course failure rates, which students are failing and why to address patterns. Staff will support students who need help through targeted intervention in SAS, homework club and with the academic coaches. Success will be measured by a significant decline in course failure over previous years.
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 student growth and achievement data to admin that support the school improvement plan (SIP) a minimum of 2 times per year.
5. The staff will develop of a small number of common classroom practices that serve our students. These agreed strategies will be drawn from current 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.

The Administration will provide planners to grade 9 and 10 and lead basic organizational strategies and grade checks/discussion through SAS.

AVID trained staff will lead professional development on the following strategies supporting CCSS and academic organization: setting the purpose for instruction, active reading strategies, note taking strategies, quick-write and reflective writing, jigsaw and Socratic seminar.

SWHS Department Student Learning Improvement Goals:

A. Art Department:

1. Students will learn the Language of Art and will show their understanding by critiquing pieces of Art. We will walk to the City Hall and draw and critique pieces we see there or artwork online can be used to critique. We want to see most students achieve at least 80% Proficiency in the proper use of the Language of Art in classroom based assessments over each semester.
 - a. 100% of the students will achieve 80% proficiency on vocabulary for each of our disciplines. First semester data. Second semester data.
2. 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. We will increase reading and writing in each of our classes. The reading and writing will be in each of our separate disciplines. This will be achieved by a research paper on a photographers in the photo classes and increased use of the Scholastic Art magazines. These will be graded but not measured as we will do for goal #1.

B. Counseling:

We will provide targeted outreach and interventions to achievement gap [poverty] students who are signed up for the College Bound College Scholarship. Specifically, we will provide outreach and education to 9th graders regarding college awareness and assist them in problem solving barriers to school success. We will also provide outreach and intervention to the 10, 11 and 12th graders signed up for College Bound scholarship who currently have 1.8-3.3 GPA. The baseline and progress measurements are GPA, as GPA is the #1 criteria for college admission.

C. CTE Department:

Students will be able to successfully apply Currency, Authority, & Relevancy (CAR) to information sources.
80% of students with original pre-test scores of Developing (1 on 4-pt scale) will show individual growth improvement of 25% (move up one level on the rubric) on the summative assessment.
Language Arts E6: Use technology and digital media strategically and capably.

Writing W.8: Gather relevant information from multiple print and digital sources and assess the credibility and accuracy of each source.

Writing W.9-10.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

D. English Department Goal:

<http://www.corestandards.org/ELA-Literacy/WHST/9-10/5/>
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Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 80% of students will move up one scale number on the assessment rubric for the writing element they have chosen, or they will maintain a score of 3 (proficient) or 4 (exemplary) with increasingly sophisticated writing tasks.

E. Library PLC Goal:

Students in 9th grade Health will be able to successfully evaluate the credibility of information by analyzing the authority & purpose of the author.

F. Math Department Goals:

The Smarter Balanced Assessment was first administered in the Shoreline School District in the Spring of 2015, hence, we now have a baseline for this assessment. A greater percentage of students will meet standard as measured by the Smarter Balanced Assessment in the Spring of 2016 than did meet standard in the Spring of 2015.

Proposed Action

The Shorewood Mathematics Department will continue to work together in Professional Learning Communities to implement the Common Core Standards and in particular incorporate M1, Mathematical Practices: Making sense of problems and persevering in solving them. This department goal is aligned with the Shoreline School District emphasis on creating greater student success while working problems that require higher level thinking and mathematics of increasing complexity. This is consistent with the

content and curriculum of the University of Washington Pre Calculus and the AP mathematics courses at Shorewood High School.

Proposed Action

The Shorewood Mathematics Department, in participation with the University of Washington, is pursuing Complex Instruction. This is a pedagogy designed to create a flexible mind set among mathematics students, elevating the self-view of students who have struggled in mathematics in the past. We want all students to view themselves as mathematics capable individuals. Coaches Lisa Jilk and Karen O'Connell of the University of Washington will be training and supporting mathematics department teachers in this process. This goal is consistent with the Shoreline School District objective of closing an achievement gap wherever such exists.

G. Music Department:

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) E6
2. Use mathematical concepts to understand and demonstrate the relationships of note values and rhythms. 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. E3

H. Physical Education Department:

Shorewood Physical Education students will analyze and interpret their personal data from the District Fitness-Gram and then utilize their data to complete a personal fitness plan.

This applies: Creating a plan and supporting their plan with evidence.

I. Social Studies Department Goals:

To use AVID strategies and IB tool of OPVL (origin, purpose, value, limitations) such as marking the text/ annotating to get students to evaluate documents and sources of information. This relates to the CCSS of closely analyzing written sources. Success will be measured by classroom based assessments in each PLC.

J. Science Department:

Goal #1: Maintain or exceed the 2014-15 Biology EOC passing rate of 75.9% (2013-14 = 77%).

Goal #2: The science department will work in a whole-department PLC during the 2015-16 school year, collecting data, in order to show growth toward proficiency in conclusion writing for all/most of our students across disciplines in science. A common rubric for vertical alignment and scaffolding will be designed based on Next Generation Science Standards (Dimension 1).

K. Directed Studies Department Goals:

1) Literacy (based on majority of department's 8.1 goal)

To increase the passing grades in core academic classes, and in turn, increase the GPA of our special education population in these classes. After receiving instruction in AVID Critical Reading Strategies, such as circling terms, marking the text, underlining author's claims and writing clarifying notes in the margins, students will improve their ability to understand informational text found in their core academic classes.

Supporting CORE Standards:

CCSS.ELA-LITERACY.CCRA.R.1 <http://www.corestandards.org/ELA-Literacy/CCRA/R/1/>

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 <http://www.corestandards.org/ELA-Literacy/CCRA/R/2/>

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2) SBAC

To increase the passing rate of those special education students taking the SBAC. When given more practice and instruction on taking the SBAC test (through a select number of SAS classes), students will be able to increase their overall scores on the SBAC, leading them to an overall passing score for their level.

3) Study Skills

To improve the overall GPA of special education students who access a full period of Study Skills. When given more specific instruction as to the Study Strategies that can best support a high school student, students' will improve their overall GPAs throughout the year.

L. World Languages Department:

Students will improve in their ability to accurately communicate in the target language.

Connection to the common core:

Conventions of Standard English [CCSS.ELA-Literacy.L.9-10.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.