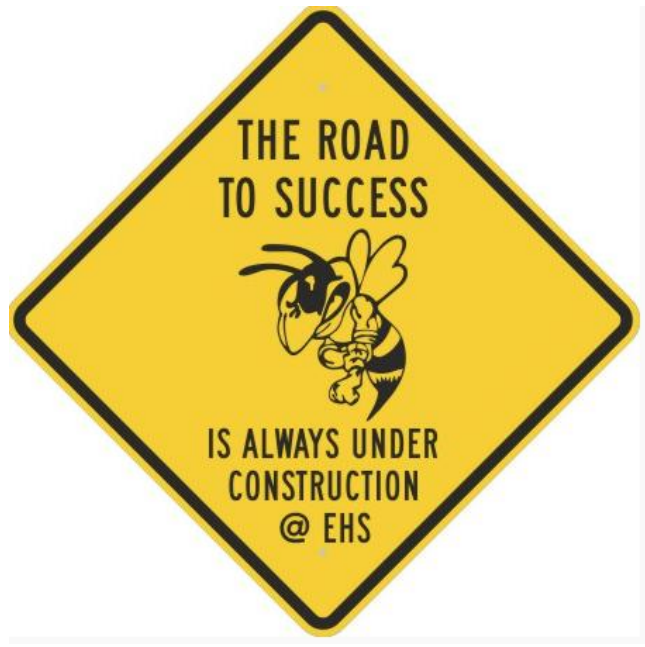




Enumclaw School District

**SCHOOL IMPROVEMENT PLAN: ENUMCLAW HIGH SCHOOL
2017-2018**





Part 1: Current Student Achievement Scores:

Smarter Balanced Assessment (SBA)

10th Grade (Class of 2020) State Testing		
ELA	MATH	SCIENCE
74% (270 of 366 10th Graders Met Standard as of 2016-17 School Year)	34% (117 of 343 10th Graders Met Standard as of 2016-17 School Year)	84% (302 of 360 10th Graders Met Standard as of the 2016-17 School Year.
12th Grade (Class of 2018) State Testing		
84.6% Have Met All State Testing Requirements (286 Students)		
6.2% Have Not Met ELA State Testing Requirements (21 Students)		
5.9% Have Not Met Math State Testing Requirements (20 Students)		
3.3% Have Not Met Both the ELA and Math State Testing Requirement (11 Students)		

EHS Graduation Rates

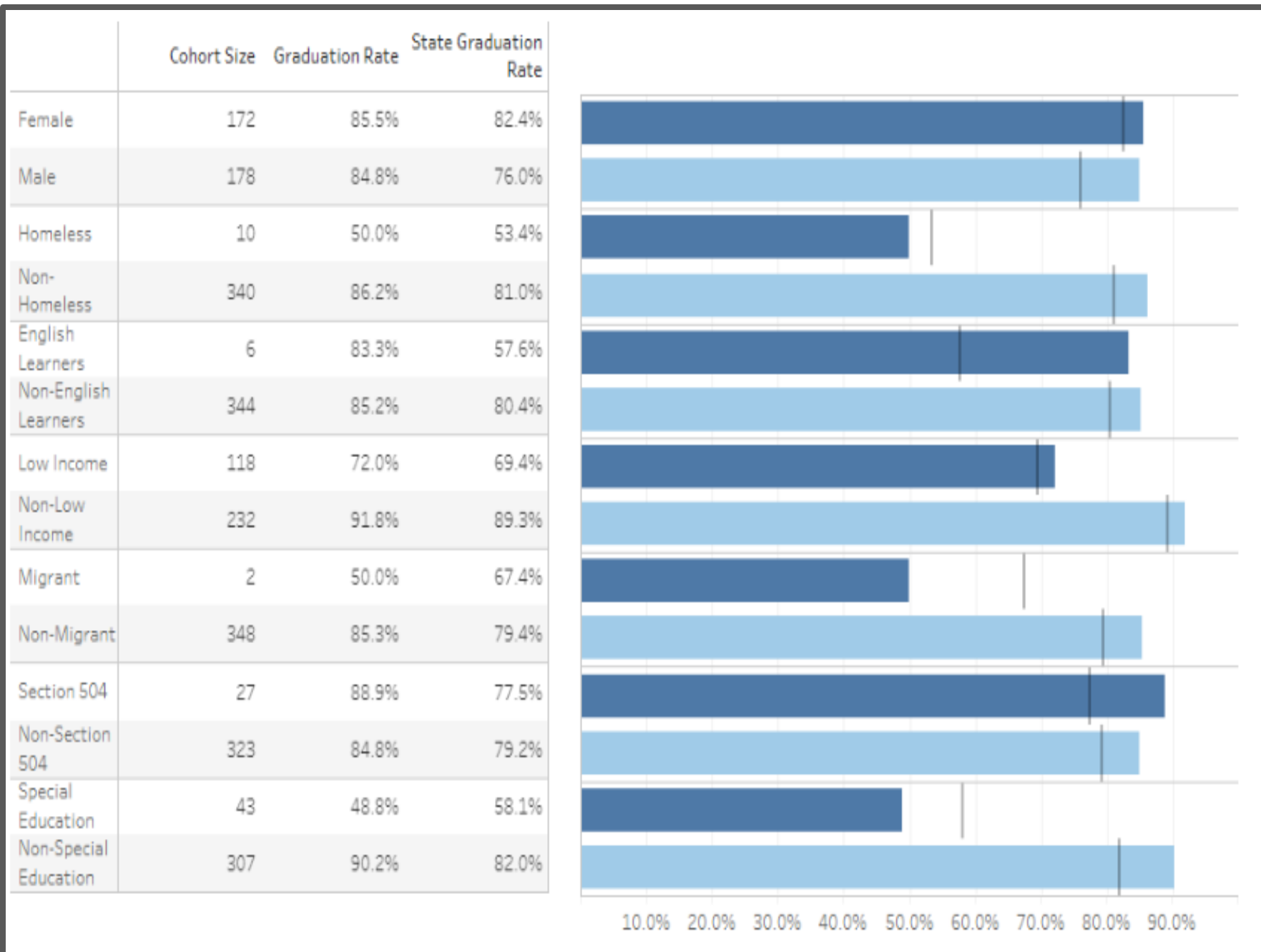
4 Year Graduation Rate %	5 Year Graduation Rate %
84.7%	86.8%

Grade 9: Percent on Track to Graduate
85.9%



EHS Graduation Rates By Targeted Groups of Students

Enumclaw High School School Improvement Plan: 2017-18





EHS Attendance

Average Absences Per-Student: Three-Year Trend

2014/15 School Year: 16.16%

2015/16 School Year 17.64%

2016/17 School Year 19.84%

EHS Assigned Grades

EHS Grade Distribution: Three-Year Trend

Percent of Grades Assigned That Were D's and F's

2014/15 School Year: 15.4%

2015/16 School Year 16.46%

2016/17 School Year 19.16%

Part 2: Student Achievement Analysis:



Washington State Achievement Index: EHS

	Proficiency			Growth	
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles	
	ELA	Math	Science	ELA	Math
All Students	7.00	6.00	8.00	6.00	8.00
Targeted Subgroup Average	5.00	3.33	6.00	6.33	7.33
Targeted Subgroups					
American Indian/Alaska Native					
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic	7.00	4.00		7.00	9.00
English Language Learners (ELLs)					
Former ELL					
Students with Disabilities	3.00	2.00	5.00	6.00	5.00
Free and Reduced Price Lunch	5.00	4.00	7.00	6.00	8.00
Non-Targeted Subgroups					
Asian					
White	8.00	7.00	9.00	6.00	8.00
Two or More Races					

Indicates fewer than 20 student records.

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.83	10.00
↑ ↓	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
	1.00	<3.86
LOWEST		

Strengths: Students at Enumclaw High School have a higher passage rate for Washington State testing in reading, writing, math, and biology than the state average. EHS Hispanic/Latino students are performing well above the Washington State average for their targeted subgroup in reading, writing and biology. When considering an overall growth trend, EHS has shown a great deal of progress for all groups and targeted groups of students in both ELA and math (See the Washington State Achievement Index Above). Of special note, EHS has a higher graduation rate than the state average for both the four and five-year cohorts.

Areas of Improvement: Students with disabilities are currently struggling towards proficiency on ELA and math Washington State Assessments at EHS. Hispanic/Latino students and all targeted groups of students in general are struggling with math proficiency overall (See the Washington State Achievement Index on the Previous Page). In addition there is a three year upward trend of increasing failing/near failing grades and increasing chronic absenteeism for students at EHS.

Part 3: Enumclaw High School Academic Performance Goals:



<p>Instructional Improvement</p>	<p>100% of all students in EHS will demonstrate growth as measured by PLC essential tasks in the 2017-18 school year.</p> <p>Theory of Action: We will “arrive” at our goal when all staff at EHS engage in two inquiry cycles during the 2017-18 school year. The inquiry cycles include student growth goal setting based on PLC data analysis of highly rigorous, relevant and rich “essential tasks.” In addition, professional inquiry draws upon interconnected facets of our PLC’s and our Multi-Tiered Systems of Support (MTSS).</p>
<p>Whole Child</p>	<p>Seventy-five percent or more of EHS students with disabilities will receive a passing grade in their English-Language Arts classes for both semesters of the 2017-18 school year.</p> <p>Eighty percent of EHS Hispanic and Native American students will pass their math classes for both semesters of the 2017-18 school year.</p> <p>Theory of Action: We will “arrive” at our goal when the conversation building-wide and with PLC’s stem from student performance data for all students and students in our targeted groups - Special Education/504, Hispanic/Latino, Native Americans, and Free/Reduced Lunch. In addition, we create opportunities for students of color and students with a disability to have a voice, contribute, be celebrated and actively participate in school activities and culture.</p>
<p>Tiered System</p>	<p>The total number of assigned student grades of D’s and F’s will decrease from 19.16% to no greater than 10% during the 2017-18 school year.</p> <p>Theory of Action: We will “arrive” at our goal when EHS students, staff and parents become familiar with the concept of MTSS and implement a school-wide system of intervention and enrichment based on student achievement data, with moving parts, and directly aimed at eliminating the achievement gap for all students. In addition, we modify our systems around attendance and behavior to accommodate a more unified, less punitive and more grounded in research approach to student attendance and behavior.</p>

EHS Top 3 Priorities for the 2017-18 School Year:

- PLC’s: Leveraging PLC Work as A Change Agent for Our Students and Staff
- Inquiry With CEL 5D: Enhance A Culture Focused on the Whole Student by Leveraging the Strengths of Our Staff
- MTSS: Develop a Comprehensive Intervention/Enrichment System- MultiTiered System of Support



INSTRUCTIONAL IMPROVEMENT



5D+ Instructional Framework/TPEP	Evidence of Effectiveness	
<p>All staff at EHS will engage in two inquiry cycles during the 2017-18 school year. The inquiry cycles will include student growth goal setting based on PLC data analysis of highly rigorous, relevant and rich “essential tasks.” In addition, professional inquiry will draw upon interconnected facets of our PLC’s and our Multi-Tiered Systems of Support (MTSS).</p>	<ul style="list-style-type: none"> ● Meeting with staff members, establishing area(s) of focus, and implementing practice in PLC’s and classrooms. ● Professional development aligned to instructors and other staff member’s area(s) of focus and student growth goals. ● Observational data obtained through use of Pivot ● PLC Data-Analysis ● Data gathered during supervisor/instructor determining a focus and analyze impact conversations. ● Student growth over time. 	
Action Steps	Timeline	Leadership Responsibility
<ol style="list-style-type: none"> 1) Implement the “inquiry cycle” with instructors and support staff utilizing relevant data and focusing on research-based best practice. 2) Focus PLC work and staff professional development on the alignment of three-big initiatives - PLC’s, Inquiry/TPEP and MTSS and the interconnectedness between them. 	<p>Ongoing Throughout the 2017-18 School</p>	<p>Administrative Team, Building Leadership Team and PLC Leads</p>



Student Voice		Evidence of Effectiveness	
<p>Student voice will be at the center of our planning for intervention, enrichment and school activities. In particular, student groups such as the student leadership class, ASB, Athletics, CTE Student Leadership Groups, Performance Arts and Diversity Club (among others) will be consulted on school initiatives.</p>		<ul style="list-style-type: none"> ● Students are celebrated as an integral part of our process at staff meetings and at community events. ● Expansion of student activities and athletics. ● Students initiate school-wide activities (i.e. visit from WA State Lt. Governor) ● Students celebrate the work of teachers, support staff and administrators ● Student talk and student engagement is integral to classroom observations. ● Continue to grow student-centered events such as the college visitations, STEM Expo, Festina Latina and the Pow-Wow. 	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> 1) Conduct diversity group and STEM gatherings. 2) Conduct quarterly student celebrations (i.e. inspirational student videos). 3) Develop and implement a principal's advisory committee. 4) Admin attend regular ASB meetings 5) Conduct student surveys using Google Forms. 	<p>Ongoing Throughout the 2017-18 School</p>	<p>EHS Staff and Administrators coordinated through the Building Leadership Team and Aaron Lee</p>	



Blended Learning Environment		Evidence of Effectiveness	
<p>EHS will be a true one-to-one school this year as all students and staff will have a Chromebook. Staff training will continue through online learning and “Genius Hour” trainings throughout the year. All staff meetings, leadership meetings and professional development sessions will integrate the use of technology and exemplars for integrating technology with lessons. Furthermore, our Instructional Technology Leaders - Tandy Schaffer, Steve Murphy, Gunner Argo and Bob Kilmer will work one-on-one with teachers to plan and implement lessons utilizing technology.</p>		<ul style="list-style-type: none"> ● All students will possess and use a chromebook here and at home. ● Teachers will leverage technology to deepen student engagement and facilitate the use of student voice in classroom lessons. ● Classroom observations will demonstrate students using their Chromebooks in ways that align with the scope and sequence of each academic area. . 	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> 1) Planning of professional development for blended learning as part of our 49 hours of staff development. . 2) Integration of technology in all staff meetings and communication. 3) Integration of technology into lessons in classrooms 	<p>Ongoing Throughout the 2017-18 School Year</p>	<p>EHS Administration, Tandy Schaffer, Steve Murphy, Gunner Argo and Bob Kilmer</p>	



WHOLE CHILD

Equity Initiative		Evidence of Effectiveness	
<p>The conversation building-wide and with PLC's will stem from student performance data for all students and students in our targeted groups - Special Education/504, Hispanic/Latino, Native Americans, and Free/Reduced Lunch. In addition, we will create opportunities for students of color and students with a disability to have a voice, contribute, be celebrated and actively participate in school activities and culture.</p>		<ul style="list-style-type: none"> ● Creation of a Student Diversity Club ● Partnerships and teaming with our Cultural Support Program so that they are fully active and integral to the EHS culture and community. ● Teachers fully embrace and encourage students to speak their native language in classes and in activities. ● Communication home is multilingual. ● Partnership with the Muckleshoot Tribal leaders is strengthened. 	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> 1) Leadership team training provided by Puget Sound ESD. 2) Initial overview of leading for equity delivered to EHS staff. 3) EHS teachers will participate in a foundational training on equity. 4) PLC's will engage in analysis of student growth data related to our targeted groups of students. 5) Develop a "permanent core" in our intervention/enrichment period of students of color for support and celebration. 	<p>Ongoing Throughout the 2017-18 School Year</p>	<p>Administrative Team, Building Leadership Team, Sui-Lan Hookano</p>	



TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness	
<p>There are currently elements of a tiered intervention system of support for students both behaviorally and academically. However, we currently lack a cohesive <u>Multi-Tiered System of Support (MTSS)</u> at Enumclaw High School. Though after-school mandatory workshops, staff meetings, and development of a conceptual model through our Building Leadership Team we, as a staff at EHS, will become familiar with concept of MTSS and implement a school-wide system of intervention and enrichment based on student achievement data, with moving parts, and directly aimed at eliminating the achievement gap for all students at EHS. Lastly, we will modify our systems around attendance and behavior to accommodate a more unified, less punitive and more grounded in research approach to student attendance and behavior.</p>	<ul style="list-style-type: none"> ● <u>Overall Vision/Organization:</u> We will have a process for teachers and support staff to begin to meet and guide students and staff throughout the moving parts of EHS' MTSS. Students, staff and parents will understand the overall vision of having an effective MTSS and we will have defined where we are in this process, where we want to be and what it will look like when we have arrived. ● <u>Tier 1:</u> Instructors and support staff implement data-based, scaffolded and differentiated instruction for students and begin examine their practice through the PLC data analysis process. ● <u>Tier 2:</u> We will implement a “Core/Choice” intervention and enrichment period throughout the year based both on student grades and performance on “essential tasks.” This work will be generated and guided through the PLC data-analysis process ● <u>Tier 3:</u> We will <u>coordinate</u> our systems of credit recovery and support services to assist our most struggling learners. 	
Action Steps	Timeline	Leadership Responsibility
<ol style="list-style-type: none"> 1. <u>Tier 1:</u> Train and implement staff through PLC leads to complete a functional data analysis that leads to a window in student performance (not just work completion) and examination of instructional practice through student growth data. 2. <u>Tier 2:</u> Reinstitute a “Core/Choice” intervention and enrichment period that takes into account the limitations of state reporting and funding models. 3. <u>Tier 3:</u> Team and collaborate vision and process of an MTSS system with Molly Chang, the counseling team, Lyndsey Ryan and the admin team. 4. <u>Attendance:</u> Implement a tiered system of intervention around attendance involving modification of the handbook and a building-wide partnership between administrators, counselors, staff, students and parents. 	<p>Ongoing Throughout the 2017-18 School Year</p>	<p>EHS Administrative Team, Building Leadership Team, EHS Counseling Team Molly Chang, and Lindsey Ryan</p>