

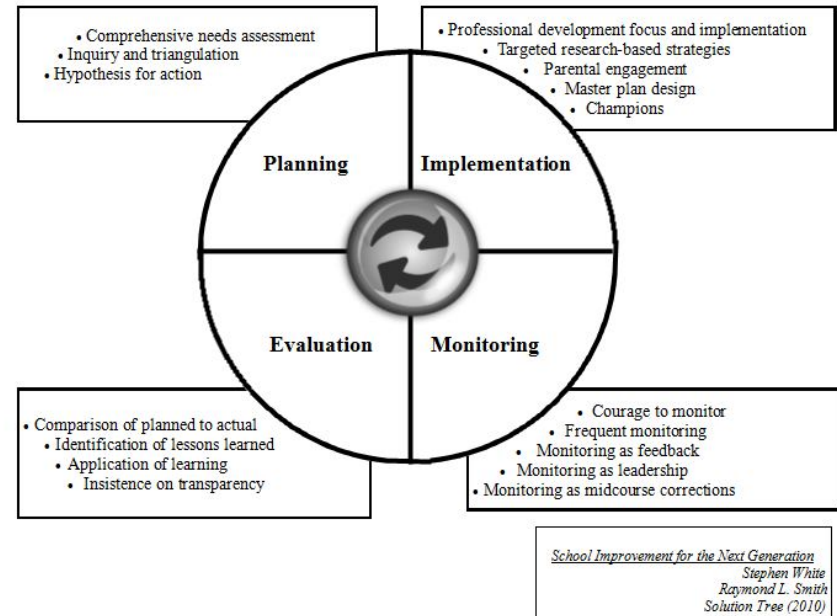
2019- 2020 Centralia School District School Improvement Plan

SCHOOL: Centralia High School

PRINCIPAL: Josue Lowe

School Leadership Team Members	
Name	Position
Teresa Ramirez	Social Studies
Becky Barnes	9 th ELA
Monica Harris	10 th ELA
Leanne Forster	11 th ELA
Susan Rice	Algebra
Sarah Dulin	Geometry
Jeanine Kiefel	9 th Science
Suzanne Halsey	10 th Science
Michelle Jeffries	SPED
Avery McLeod	LSC
Doug Ashmore	PE
Monique Dayton	CTE

The Four Critical Components of the School Improvement Process



August 2019

Ia. DATA: Summary of State Test Results

	Grade: 10th (SBAC)			Grade: 11th (NGSS)			12th GAR		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
ELA (all)	62% (State 73%)	66% (State 69%)	65% (State 73%)				83%	85%	88%
Hispanic	49% (State 57%)	58% (State 53%)	59% (State 57%)						
ELL	6% (State 14%)	25% (State 16%)	6% (State 17%)						
Special Education	6% (State 23%)	26% (State 21%)	24% (State 23%)						
Low Socioeconomic		NA (State 53%)							
MATH (all)	78% (State 68%)	29% (State 40%)	14% (State 42%)				90%	90%	89%
Hispanic	60% (State 44%)	19% (State 21%)	10% (State 23%)						
ELL	78% (State 21%)	19% (State 8%)	0% (State 7%)						
Special Education	100% (State 14%)	3% (State 5%)	0% (State 6%)						
Low Socioeconomic		(State 22%)							
Science (all)				56% (State 72%)	21% (State 30%)	25% (State 35%)	72%	*	*
Hispanic				43% (State 53%)	NA (State 19%)	NA			
ELL (migrant no ELL)				6% (State 20%)	NA (State 6%)	NA			
Special Education				5% (State 35%)	NA (State 8%)	NA			
Low Socioeconomic				47% (State 55%)	21% (State 21%)	NA			

1b. Additional Data:

Graduation Rate	Year	CHS (4 Year Cohort)	State (4 Year Cohort)	CHS (5 Year)	State (5 Year)
	2019	86.8%		93.4% (2018)	
	2018	85.2%	80.9%	94.3% (2017)	82.7% (2017)
	2017	87.0%	79.3%	86.3% (2016)	82.4% (2016)
	2016	81.7%	79.1%	86.4% (2015)	81.9% (2015)
	2015	80.2%	78.1%	83.5% (2014)	81.1% (2014)
	2014	71.8%	77.2%	77.3% (2013)	79.9% (2013)
	2013	71.8%	76%	72.5% (2012)	78.8% (2012)
	2012	67.5%	77.2%	67.8% (2011)	78.9% (2011)
	2011	63.7%	76.6%	72.9% (2010)	78.2% (2010)

Ic. Data Summary:

Centralia High School posted low passage rates overall in the 2018-19 school year. There are a few bright spots in some subgroup areas; Hispanic ELA. Overall, improvement on SBAC and WCAS needs to be a focus. We continue to look at the bottom line of how many CHS 12th graders enter their 12th grade year Graduation Assessment Ready (GAR). Those results are recorded above. Here are some other highlights from this past year;

- 4-year cohort graduation rate continues to improve - nearly 27% graduation rate increase in last seven years.
- 5-year extended graduation rate remains exemplary (two years in a row).
- Sub groups made gains in some areas.
- GAR (Graduation Assessment Ready) is +85% in math and ELA

1d. Sub-group focus area:

This year at CHS we will be focused on our low socioeconomic students as a subgroup. This groups' performance lags behind other subgroups and has the greatest potential to increase our overall numbers.

August 2019

II. Academic Action Plan:

A.

Content Area: ELA		Grade level: 9-12	
Student Achievement Goal (written as a SMART goal): Achievement Goal - 85%+ of current juniors meet the State ELA requirement (ie COE, SBA, ACT, SAT, AP, etc) by August 2020 Achievement Goal - 85% of students in grades 9-11 will meet standard on their spring grade-level common writing assessment by August 2020 Credit Goal – 80% of Seniors will have 3+ English credits to begin the 2020-2021 school year Achievement Goal – 10th Grade passing rate on the ELA SBAC will increase from 63% to 68%			
Action plan/s	Implementation monitoring	Student progress monitoring	Student outcome
Increase amount and scope of reading at <u>all grade levels</u> by implementing a 10 minute independent reading time daily. During this time, teachers will conduct reading conferences with students to gauge progress and understanding and suggest books that will help students progress as readers without limiting choice.	*Pre/Post survey of number of books read *Assessment based on Literacy Letter 1) Summary Writing 2) Claim/Evidence/Analysis focused on use of literary elements 3) Review/recommendation	<ul style="list-style-type: none">• Daily reading tracking (Status of the Class)• Monthly Reading Conferences with teacher. Teacher tracks progress and asks guiding questions to check for comprehension.• Monthly reading surveys (Google Classroom) to track books read and types of books.	Outcomes: <ul style="list-style-type: none">• Students will increase the number of books read from the previous year by 50% on average based on the reading survey taken at the beginning of the year
Increase amount and scope of reading in 9th – 11th grade by reducing the number of	Grade Level PLCs will identify at least one themed collection of books to use as a book club unit. Each grade level	<ul style="list-style-type: none">• Daily reading tracking (Status of the Class)	Outcomes: <ul style="list-style-type: none">• Students will increase the number of books

August 2019

whole-class novels, and replacing them with book clubs and independent reading units	<p>will purchase at least one new title yearly to increase the availability</p> <p>All PLC teams will meet to vertically align and select books for book clubs to avoid crossover</p> <p>Classroom libraries will be maintained and updated using funds such as the Innovation Grant and other similar means.</p>	<ul style="list-style-type: none"> • Reading Conferences with teacher. Teacher tracks progress and asks guiding questions to check for comprehension. • Monthly reading surveys to track books read and types of books. 	<p>read from the previous year by 50% on average based on the reading survey taken at the beginning of the year</p> <ul style="list-style-type: none"> • Students will improve analytical skills as applied to books of their own choice
Administer the iReady assessment three times throughout the year in SPED SLC classes. Assign iReady lessons for SLC students to complete at least once a week.	Data will be utilized by PLC team and instruction will be tailored based on the results of the data. Instruction Data Coach and admin will monitor results, instructional practices and progress.	Test administered 3 times a year. Teachers will assess results and use to direct curriculum and instruction.	
Administer iReady assessment two times during the year at the 9 th grade level	Data will be utilized by PLC team and instruction will be tailored based on the results of the data. Teachers will monitor results, instructional practices and progress.	Test administered 2 times a year. Teachers will assess results and use to direct curriculum and instruction.	
Create and score common assessments for Explanatory and Argumentative Essays in grades 9-11 and SPED	<p>Practice with dialogue conventions;</p> <ul style="list-style-type: none"> • citation practice including in-text citations for paraphrased and directly quoted material as well as full bibliographical citations; • revision of short writing pieces to improve narrative elements; • increased emphasis on conventions to reflect the emphasis in the SBAC • 	Teachers will track initial scores and improvement of scores throughout the year in organization and purpose, evidence and elaboration, and conventions. Rubric is a collaborative effort from English dept. members and SBAC standards.	<p>Outcomes:</p> <ul style="list-style-type: none"> • 85% of students will demonstrate growth of at least .5 on a 10-point scale between the two essays <p>Create standards based rubrics aligned to Common Core</p>
Increase alignment with Social Studies through collaborative scoring practices of common assessments/CBAs at the 9 th -10 th grade levels	<ul style="list-style-type: none"> • citation practice including in-text citations for paraphrased and directly quoted material as well as full bibliographical citations; • revision of short writing pieces to improve incorporation of evidence 		<p>Outcomes:</p> <ul style="list-style-type: none"> • 85% of students will demonstrate growth of at least .5 on a 10-point scale between the two essays

August 2019

	<p>from multiple sources;</p> <ul style="list-style-type: none">● increased emphasis on conventions to reflect the emphasis in the SBAC		Create standards based rubrics aligned to Common Core
Increase differentiation for SPED/EL students with leveled non-fiction texts in Social Studies in grades 9-10	<ul style="list-style-type: none">● Provide leveled texts from sources such as NewsELA in order to differentiate for students with varied language ability		Outcomes: SPED and EL students will show 25% growth in comprehension of non-fiction texts as measured by Benchmark assignments, Common assessments and Classroom Based Assessments in the Social Studies department

August 2019

B.

Content Area: Mathematics		Grade level: 9-12	
Student Achievement Goal (written as a SMART goal): Credit goal: 80+% 9th grade will have at least one credit of math by August 2020 Credit goal: 80+% 11th grade will have 3+ credits by August 2020 Achievement Goal – 50% passage rate on SBAC for 10th grade students overall.			
Action plan/s	Implementation monitoring	Student progress monitoring	Student outcome
Use Summative Assessments- a) Algebra one team and Geometry team b) Use release days to do common grading b) on at least 2 common assessments, one each semester.	1) To improve common grading practices and evaluate results 2) Use of PLC time to co-ordinate time frames, discuss results, and edit assessment for following year.	1) To inform instruction based on student learning. 2) To improve/edit common assessment tools	Students will benefit from a better assessment and a more equitable scoring process.
Use Formative Assessments – a)Math department b) c) Implement different methods including, ixlmath program, Nspire calculators, Desmos activities, SBAC focused interim practices tests (8), SBAC regular interim practice tests (4), white boards, etc.	PLC will discuss, ongoing implementation of different methods in action plan	PLC will discuss, ongoing implementation of different methods in action plan	Students will pass the majority of the interim practice and pass the SBAC.
Integrate SBAC questions within our curriculum and unit assessments a)Alg/Geo/Alg2 b)OSPI SBAC trainings when available c)PLCs ongoing with each unit	PLC will discuss, ongoing implementation of different methods in action plan	Use of AirSecure Test Administrator to monitor results	Student will be better prepared to take the SBAC

C.

Content Area: Science		Grade level: 9-12	
Student Achievement Goal (written as a SMART goal): <ul style="list-style-type: none">WCAS (NGSS Test) Goal: Increase number of students who are taking WCAS by at least 10% <i>from the spring 2019 rate of ** %.</i>Increase engagement in science <i>by redesigning freshman physical science to be an integrated science course.(this is less a goal and more how we are going to reach a goal, that goal would be to improve scores on the WCAS).</i><i>For junior students taking the WCAS to improve their scores by at least 10% over the average spring of 2019 scores.</i>Align 9th grade science formative assessments to WCAS (Pearson)			
Action plan/s	Implementation monitoring	Student progress monitoring	Student outcome
Communicate test dates to Juniors and staff through Blackboard, Naviance and counselor communications	<ul style="list-style-type: none">Classroom discussionsComprehensive communication through Blackboard and counselor communications.SILT monitoringPLC updates	<ul style="list-style-type: none">Number of students who prepare for and take the assessment	<ul style="list-style-type: none">Increased number of 11th grade students taking the WCAS
Reiterate to students the ability to demonstrate mastery	<ul style="list-style-type: none">Classroom discussionsComprehensive communication through Blackboard and counselor communications.SILT monitoringPLC updates	<ul style="list-style-type: none">Number of students who prepare for and take the assessment	<ul style="list-style-type: none">Increased number of 11th grade students taking the WCAS
Provide incentives for students to take the WCAS	<ul style="list-style-type: none">Classroom discussionsComprehensive communication through Blackboard and counselor communications.SILT monitoringPLC updates	<ul style="list-style-type: none">Number of students who prepare for and take the assessment	<ul style="list-style-type: none">Increased number of 11th grade students taking the WCAS
Recruit students for Junior level science courses (Earth/Space, Chemistry, Physics -more trimester courses)	<ul style="list-style-type: none">Classroom discussionsComprehensive communication through Blackboard and counselor communications.SILT monitoring	<ul style="list-style-type: none">Number of students who prepare for and take the assessment	<ul style="list-style-type: none">Increased number of 11th grade students taking the WCAS

August 2019

	<ul style="list-style-type: none"> • PLC updates 		
Continue process to design future science courses to align with trimester system and include attractive emphasis or “pathways or capstone” that align with NGSS test	<ul style="list-style-type: none"> • Program review in 2019-20 	<ul style="list-style-type: none"> • Program review in 2019-20 	<ul style="list-style-type: none"> • Program review in 2019-20
Work with counseling department to align new science emphasis and pathways to career/college pathway design	<ul style="list-style-type: none"> • Program review in 2019-20 	<ul style="list-style-type: none"> • Program review in 2019-20 	<ul style="list-style-type: none"> • Program review in 2019-20
Go through assessments created by Pearson as well as WCAS practice questions and look for pattern.	<ul style="list-style-type: none"> • Classroom discussions • Comprehensive communication through Blackboard and counselor communications. • SILT monitoring • PLC updates 	<ul style="list-style-type: none"> • Number of students who prepare for and take the assessment 	<ul style="list-style-type: none"> • <u>Improved scores on the WCAS in the spring of 2020, over the spring of 2019 scores.</u>

III. Trauma Informed PBIS / Restorative Practices / Student Management /SEL Action Plan: Use this table (modify as needed to fit your needs) to record a school wide SEL / PBIS / Restorative Practices / Student Management goal.

Content Area: Trauma Informed PBIS / Restorative Practices / Student Management / SEL			Grade level/s: 9-12
Student Achievement Goal (written as a SMART goal): <ul style="list-style-type: none"> • CHS will reduce overall number of exclusions by 5% • CHS will reduce overall number of days of exclusions by 5% • CHS will improve student reported trauma data throughout the year by 10% 			
Action plan/s	Implementation monitoring	Student progress monitoring	Student outcome
Vincent Perez - Trauma Informed Practices/ Trauma aligned classroom management practices	<ul style="list-style-type: none"> • Leadership team monitoring including SILT, Department Directors and Principal's Council • Focused PLC work • Focused department work • Focused all staff work 	<ul style="list-style-type: none"> • Decrease in behavior management • Improved school climate as reported by students • Improved school climate as reported by staff • Improved academic outcomes 	<ul style="list-style-type: none"> • Decrease in student referrals • Decrease in number of students suspended • Decrease in the total number of days of suspension year over year • Improved satisfaction survey by students, families and staff by 20% from beginning of year to end of year
Together In This – Restorative Practices/ Restorative circles in classrooms	<ul style="list-style-type: none"> • Leadership team monitoring including SILT, Department Directors and Principal's Council • Focused PLC work • Focused department work • Focused all staff work 	<ul style="list-style-type: none"> • Decrease in behavior management • Improved school climate as reported by students • Improved school climate as reported by staff • Improved academic outcomes 	<ul style="list-style-type: none"> • Decrease in student referrals • Decrease in number of students suspended • Decrease in the total number of days of suspension year over year • Improved satisfaction survey by students, families and staff by 20% from beginning of year to end of year
Together in This – Restorative Problem of Practice Problem Solving	<ul style="list-style-type: none"> • PBIS/RCD Team 	<ul style="list-style-type: none"> • Improved school climate as reported by staff 	<ul style="list-style-type: none"> • Improved satisfaction survey by students, families and

August 2019

	<ul style="list-style-type: none"> • Leadership team monitoring including SILT, Department Directors and Principal's Council • Focused PLC work • Focused department work • Focused all staff work 		staff by 20% from beginning of year to end of year
PBIS <ul style="list-style-type: none"> • Responsibility • Respect • Safety • Service 	<ul style="list-style-type: none"> • PBIS/RCD Team • Leadership team monitoring including SILT, Department Directors and Principal's Council • Focused PLC work • Focused department work • Focused all staff work 	<ul style="list-style-type: none"> • Decrease in behavior management • Improved school climate as reported by students • Improved school climate as reported by staff • Improved academic outcomes 	<ul style="list-style-type: none"> • Decrease in student referrals • Decrease in number of students suspended • Decrease in the total number of days of suspension year over year • Improved satisfaction survey by students, families and staff by 20% from beginning of year to end of year
Responsibility Centered Discipline	<ul style="list-style-type: none"> • PBIS/RCD Team • Leadership team monitoring including SILT, Department Directors and Principal's Council • Focused PLC work • Focused department work • Focused all staff work 	<ul style="list-style-type: none"> • Decrease in behavior management • Improved school climate as reported by students • Improved school climate as reported by staff • Improved academic outcomes 	<ul style="list-style-type: none"> • Decrease in student referrals • Decrease in number of students suspended • Decrease in the total number of days of suspension year over year • Improved satisfaction survey by students, families and staff by 20% from beginning of year to end of year

V. (OPTIONAL SECTION):

Regular Attendance –

- Increase the percentage of students with an average of two or less absences per month from 70% to 73% as measured by the state.

Dual Credit –

- Increase the percentage of students taking dual credit classes from 43% to 50% as measured by the state.

9th Grade On Track –

- Increase the percentage of 9th grade students considered on track from 56% to 70% as measured by the state.

Graduation Rate –

- We will have a 4-year OTG (on time graduation) rate of 86.7% (+1.5%) for 2019 and 88.2% (+1.5%) for 2020
- We will have a 5- year Extended Graduation rate of +90% for 2019 (Class of 2018) and 2020 (Class of 2019)

VI. Professional Development Plan:

2019-20 Professional Development Planning		
<i>Days</i>	<i>Teacher/Building?</i>	<i>Description</i>
1	8/22/19 Building Directed	Together in This – Restorative Practices PD
2	8/27/19 Building Directed	Welcome to the New CHS – New School Planning
3	8/28/19 Building Directed	Trauma Awareness (Vincent Perez PD)/BERC Data and Next Steps
4	8/29/19 Building Directed	Nuts & Bolts/SIP Work/Data Carousel/PLC
5	9/3/19 Building Directed	Freshmen 1 st /Link Crew
5	Total	
2 Hour Early Dismissal Friday PD		
Date	Secondary	
9/27/19	Trauma Awareness (Vincent Perez) PD	
10/23/19	SIP Final	
2/28/20	SIP Progress Monitoring	
3/27/20	SIP Progress Monitoring	
4/24/20	SIP Progress Monitoring	
5/29/20	SIP Wrap Up	