

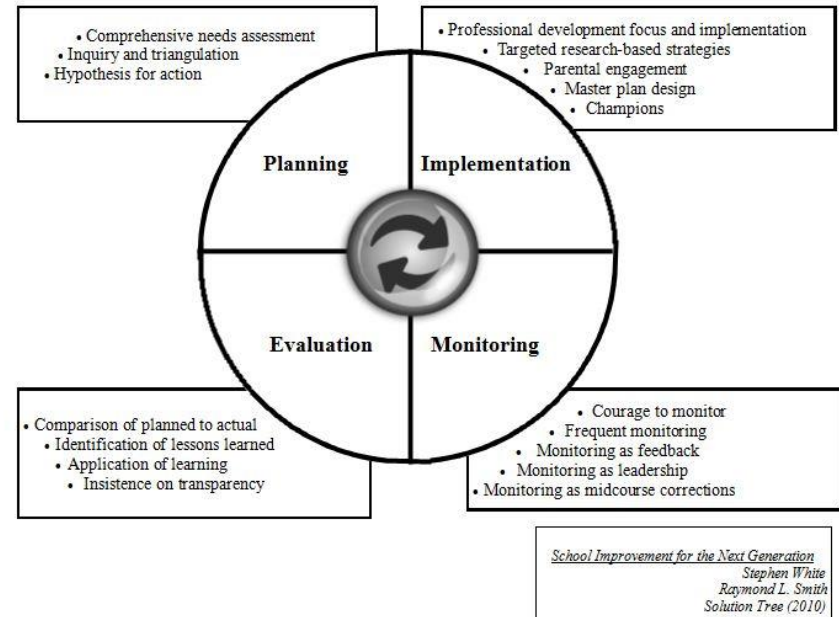
2019- 2020 Centralia School District School Improvement Plan

SCHOOL: Centralia High School [Draft 10-2019]

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



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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)

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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.

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II. Academic Action Plan:

A.

Content Area: ELA		Grade level: 9-12		
Student Achievement Goal (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%				
RESOURCES				
<p>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.</p>	<p>*Pre/Post survey of number of books read</p> <p>*Assessment based on Literacy Letter</p> <ol style="list-style-type: none"> 1) Summary Writing 2) Claim/Evidence/Analysis focused on use of literary elements 3) Review/recommendation <p>Outcomes:</p> <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 	<p>Becky Barnes; Monica Harris; Casey Fahey; Leanne Forster; Michelle Jeffries; Audrey Bellows</p>	<p>Classroom libraries; yearly funding for maintaining and updating classroom libraries with current titles; subscription to high-interest title services such as Get Epic or Tumble Books</p>	<p>Year long</p>
<p>Increase amount and scope of reading in 9th – 11th grade by reducing the number of whole-class novels, and replacing them with</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Students will increase the number of books read from 	<p>Becky Barnes, Leanne Forster, Monica Harris,</p>	<p>PD such as Penny Kittle’s “Book Love”</p>	<p>Year-long</p>

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<p>book clubs and independent reading units</p>	<p>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 	<p>Kyle Sprague, Casey Fahey, Brandon Lewis, Heidi Dean</p>	<p>Modern YA titles for increased classroom libraries, yearly funding for new titles for use with book clubs</p>	
<p>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.</p>	<p>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.</p>	<p>Michelle Jeffries, Audrey Bellows, Matthew Rotter</p>	<p>Chromebooks</p>	<p>Year-long</p>
<p>Administer iReady assessment two times during the year at the 9th grade level</p>	<p>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.</p>	<p>Monica Harris</p>	<p>Chromebooks, 9th grade students</p>	<p>Fall and Spring</p>
<p>Create and score common assessments for Explanatory and Argumentative Essays in grades 9-11 and SPED</p>	<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 <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 • Create standards based rubrics aligned to Common Core 	<p>Becky Barnes, Monica Harris, Leanne Forster</p> <p>Jake LeDuc, , Michelle Jeffries, Audrey Bellows</p>	<p>Pull out scoring dates, Chromebooks</p>	<p>Year long</p>
<p>Increase alignment with Social Studies through collaborative scoring practices of</p>	<ul style="list-style-type: none"> • citation practice including in-text citations for paraphrased and 	<p>Becky Barnes, Monica Harris,</p>	<p>Pull out scoring dates,</p>	<p>Year long</p>

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<p>common assessments/CBAs at the 9th-10th grade levels</p>	<p>directly quoted material as well as full bibliographical citations;</p> <ul style="list-style-type: none"> ● revision of short writing pieces to improve incorporation of evidence from multiple sources; ● increased emphasis on conventions to reflect the emphasis in the SBAC <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>	<p>Leanne Forster, Teresa Ramirez</p>	<p>Chromebooks</p>	
<p>Increase differentiation for SPED/EL students with leveled non-fiction texts in Social Studies in grades 9-10</p>	<ul style="list-style-type: none"> ● Provide leveled texts from sources such as NewsELA in order to differentiate for students with varied language ability <p>Outcomes:</p> <p>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</p>	<p>Teresa Ramirez; Michael Ready</p>	<p>Subscriptions to services providing leveled texts, such as Newsela; Chromebooks</p>	<p>Year long</p>

B.

<p>Content Area: Mathematics</p>	<p>Grade level: 9-12</p>
<p>Student Achievement Goal (written as a SMART goal): Credit goal: 80+% 9th grade will have at least one credit of math by August 2020</p>	

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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 (SMART GOAL): <ul style="list-style-type: none"> WCAS (NGSS Test) Goal: Increase number of students who are taking WCAS by at least 10% 	

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- Increase number of Juniors in a science course
- Increase engagement in science by designing new emphasis on science courses
- Align of 9th grade science formative assessments to WCAS (Pearson)

ACTION PLAN		RESOURCES		
<i>SIP Actions</i>	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
Communicate test dates to Juniors and staff through Naviance/counselors	Work with Lisa Wilson, counselors, and Junior NAV teachers to remind, incentivize, and proctor WCAS	Counselors, Test Administrators, NAV teachers	Time by admin, counselors, Test administrators, partnership with counselors	Start of spring semester- pha1- initial conversations with NAV teachers
Reiterate to students the ability to demonstrate mastery	Communicate to families, ASB (instagram), using admin Remind/Communication tools home	Stratton	Time, admin help	Phase 1-Start of spring semester initial contact to students and families Phase 2- Amp up communication and reminders 2-3 weeks prior Phase 3- the Thursday/Friday before the weekend send out “care packages”
Provide incentives for students to take the WCAS	Partner with local restaurants for healthy food options for breakfast/lunch catering	Junior NAV teachers, science teachers, ASB? Leadership?	Dollars, time, and partnerships with junior NAV teachers	Start of spring semester reach out to local businesses for donations
Recruit students for Junior level science courses (Earth/Space, Chemistry, Physics -more trimester courses)	Partner with counselors and admin to ensure clear communication to families and students.	Science teachers, counselors, admin,	Time to meet with counselors and science department,	Starting March-June advertise and reach out to Junior NAV teachers

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	Rewrite course descriptions.	sophomore NAV teachers	time to present to NAV teachers	
Start the process to design future science courses to align with trimester system and include attractive emphasis or “pathways or capstone” that align with NGSS test	Science department meets to brainstorm and condense ideas down to an outline for science course offerings. Final outline to be vetted by Kristy Vetter , Principal, and counselors.	Science teachers, Kristy Vetter,	Dollars, time, budget for development of trimester courses aligned with NGSS	Phase 1- brainstorm (Oct-January) Phase 2- By the end of February, present ideas to Principal regularly to clean up pathways. (Spring semester)
Work with counseling department to align new science emphasis and pathways to career/college pathway design	Receive current pathways plan from Mr. Parker and Mr. Lowe. Meet with counseling department after science department settles on outline for course	Counselors (Parker), Principal, Science Teachers	Time to meet, dollars to develop	October-January
Go through assessments created by Pearson as well as WCAS practice questions and look for pattern.	Write common formative assessments with WCAS style questions	9th grade science teachers	time PLC time	Every PLC meeting

D.

Content Area: Graduation Rate	Grade level: HS
Student Achievement Goal (SMART GOAL):	
<ul style="list-style-type: none"> 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 	

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- We will have a 5- year Extended Graduation rate of +90% for 2019 (Class of 2018) and 2020 (Class of 2019)
- 9th Grade attendance rate will exceed 90%.

ACTION PLAN		RESOURCES		
<i>SIP Actions</i>	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
<p>Continue identifying, recruiting and communicating to the students who failed a class 1st semester and would benefit from a Winter Credit Retrieval.</p> <p>Keep the efficient system for determining what each student needs to do to retrieve a credit or do a grade change.</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • Administrative Monitoring After School; • Counselors & Grad Coordinator“Check & Connect”; • Staff meeting on the 3rd to collect next steps about each F student from 1st semester <p>Outcome:</p> <ul style="list-style-type: none"> • Retrieve 90 semester classes • There will be 30+ Math classes retrieved 	<p>Lance Ulrigg (Director) Lowe</p>	<p>100 hrs (4 teachers @ 20 hrs);</p>	<p>January 2020: Planning & Communicating; Staff Meeting February Winter School</p>
<p>Continue APEX as an intervention for credit retrieval and as an earning resource for new credits.</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • Admin Monitoring • Principal/Counselor Meetings • OTG Meetings • Distance Learning for APEX <p>Outcomes:</p> <ul style="list-style-type: none"> • Program is maintained for support of at risk students. 	<p>Josh Lowe/Judd Lee/Nikki Brattain</p>	<p>\$30,500/YR (Districtwide accessibility)</p>	<p>Sept - June with Quarter Check Ins</p>
<p>Continue CHS Summer School with options for credit retrieval and outright credit earning. Continue with split funding model to fund both credit retrieval and new credit earning. Refine the process for targeting students for Summer School credit retrieval. Creating an efficient system for collecting and disseminating what</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • Administrative Monitoring • Department Meetings • Staff Meetings <p>Outcomes:</p> <ul style="list-style-type: none"> • There will be 200+ classes retrieved 	<p>Josh Lowe/Lance Ulrigg</p>	<p>Maintain additional Math teacher; Add another English teacher;</p>	<p>Collect info on what students need to complete credits from teacher.</p>

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individual students need in order to complete specific credits.				
Evaluate and redesign elements of LSC. Consider the value of NAVIANCE	Implementation: <ul style="list-style-type: none"> ● SILT Meeting Counselor/Principal Meeting	Avery McLeod Jessica Boeck Mike Stratton		Winter 2019-20
Implement plan for fifth year re-enrollment.	Implementation: <ul style="list-style-type: none"> ● Identify students ● Communication with home ● Devise a fifth year grad plan 	Counselors Grad Coordinator Admin Case Managers		September 2019

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: Compassionate Schools/Trauma Informed/Restorative Practices	Grade level/s: 9-12
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Student Achievement Goal (written as a SMART goal):

- 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 as gathered by Vincent Perez.

V. (OPTIONAL SECTION):

Regular Attendance –

Dual Credit –

9th Grade On Track –

Discipline Rate –

Exclusion Days Rate –

V. Professional Development Plan:

2019-20 Professional Development Planning		
<i>Days</i>	<i>Teacher/Building?</i>	<i>Description</i>

2019-20

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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	