

**STANWOOD HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**2016-2017**

**PRINCIPAL CHRISTINE DEL POZO**

Stanwood High School  
SIP Introduction  
2016-2017

**SIP Process Introduction:**

Starting with the 2014-2015 school year, we have given the Smarter-Balanced Assessments for English Language Arts (ELA) and Mathematics. This past year the SBA Math test was optional for students in the eleventh grade. We had many students “opt out” of the tests. There was a direct correlation with our test results and the number of students who did not take the test (very low results). The tenth grade students took the ELA test as a replacement to the HSPE Reading and Writing tests. Our results were much higher as the students were required to take the test to meet a state graduation requirement.

Our achievement goals are based on state assessments (ELA, Math, Biology), graduation rates, and culture and climate.

	<b>SHS</b>	<b>State</b>
SBA ELA	88.30%	75.50%
SBA Math (11 <sup>th</sup> grade optional test)	18.20%	21.80%
Biology	75.80%	72.20%

Here is a list of our state graduation testing requirements by grade level.

<b><u>Class of 2017 (Seniors)</u></b>
10th grade ELA (Reading/Writing) (or 11th grade SBA ELA)
EOC Algebra or Geometry (or 11th grade SBA Math)
EOC Biology (or Comprehensive NGSS Test not available yet)

<b><u>Class of 2018 (Juniors)</u></b>
10th grade ELA (Reading/Writing) (or 11th grade SBA ELA)
EOC Algebra or Geometry (or 11th grade SBA Math)
EOC Biology (or Comprehensive NGSS Test not available yet)

<b><u>Class of 2019 (Sophomores)</u></b>
11th grade SBA ELA (Reading/Writing)
11th grade SBA Math
EOC Biology (or Comprehensive NGSS Test not available yet)

<b><u>Class of 2020 (Freshmen)</u></b>
11th grade SBA ELA (Reading/Writing)
11th grade SBA Math
EOC Biology (or Comprehensive NGSS Test not available yet)

Our high school on-time graduation rates rose from 2007 to 2009 and again from 2010-2012. In 2011 the state began using a new formula to compute graduation rates. Beginning with the Class of 2013, the state once again changed the formula for computing graduating rates. In previous years, Special Education and English Language Learner (ELL) students did not count against the school if they stayed until they were 21 to receive services. That changed in 2013 and now any student who receives services past their graduation year counts against the school. Rates are also calculated twice, both as a 4-year average and as a 5-year average.

<u>Year</u>	<u>4-Year Graduation Percentage</u>	<u>5-Year Graduation Percentage</u>
2007-2008	82.9%	84.2%
2008-2009	87.9%	90.4%
2009-2010	87.4%	91.6%
2010-2011	90.5%	90.6%
2011-2012	91.3%	95.6%
2012-2013	89.0%	92.5%
2013-2014	88.6%	92.0%
2014-2015	89.2%	Not available yet
2015-2016	Not available yet	Not available yet

The certificated staff at Stanwood High School was introduced to the 5 Dimensions during the 2009-2010 school year. Staff participated in a one-day workshop covering the 5 Dimensions with emphasis on purpose and engagement. The leadership team, including the administrators, participated in six joint learning walk days to gain further understanding of the 5 Dimensions and work on implementing the best practices in their classrooms. Additional learning walks (weekly administrative walks, leadership team walks, and staff studio days) and professional development trainings were conducted from 2009-2013. Christine Del Pozo (SHS Principal), Kevin Plambeck (SHS CTE Director), and Tom Wilfong (Assistant Principal/Athletic Director) passed the Rater Reliability 5 Dimensions assessment in June of 2013. Carolyn Coombs (Assistant Principal/Activities Director) passed the Rater Reliability 5 Dimensions assessment in August of 2015. Christine, Kevin, Tom, and Carolyn attended a refresher Rater Reliability training in June of 2016. Ross Short (Dean of Students/Assistant CTE Director) is currently attending training to receive his certification. For the 2016-2017 school year we are continuing to train staff on the state teacher principal evaluation process and instructional practices. This is our last group to go through the new evaluation training.

**SHS Recent Awards:**

Stanwood High School received the 2011, 2013, and 2014 Washington Achievement Award for overall improvement from OSPI and the State Board of Education. Stanwood High School received the 2014 School of Distinction for outstanding improvement in reading and math sustained over a five-year period. We just received a six-year accreditation through Washington State Association of Educational Service Districts (AESD).

Stanwood High School  
SMART Goals  
2014-2017

**Literacy:**

To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

**Math:**

To have 100% of students successfully complete their math requirements for graduation by the end of their senior year.

**Biology:**

To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

**Graduation Rates:**

Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2017.

**Culture and Climate:**

Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

Stanwood High School  
Leadership Team Members  
2016-2017

**SIP Leadership Participants:**

Denise Eichler – Language Arts  
Jason Femrite – Social Studies  
Sarah Gammell – Special Education  
Robert Hascall - Counseling  
Susan Hauenstein - Science  
Beth Kendall – Health and Fitness  
Ken Sims – Fine Arts  
John Swanson - Mathematics  
Zach Ward - CTE  
Ross Short - Administrator  
Carolyn Coombs - Administrator  
Tom Wilfong - Administrator  
Kevin Plambeck - Administrator  
Christine Del Pozo – Administrator

Stanwood High School  
Mission, Philosophy, Theory of Action  
2016-2017

**SHS Mission:**

Learning is a lifelong process. The Mission of Stanwood High School is to provide students with the basics needed to become independent learners. Stanwood High School should be a source of pride within the community through a commitment to excellence in all phases of Academic, Athletic, Activity and Art programs.

**SHS Philosophy:**

We believe in a well-balanced AAAA educational philosophy.

We encourage working, active partnerships with staff, family, and the community.

We recognize strengths, capabilities and special needs.

We emphasize cooperation.

**SHS Theory of Action:**

Stanwood High School is a comprehensive high school that makes a difference in students' lives by building relationships between students, staff, parents and community while:

- Connecting student learning to their future endeavors,
- Creating a positive classroom environment focused on effective instruction, participation and collaboration,
- Providing opportunities to experience and explore concepts.

Stanwood High School  
State Assessment Data (WASL/HSPE/EOC/SBA)

<b><u>SHS Reading WASL/HSPE Results</u></b>	
2007-2008	86.2%
2008-2009	87.3%
2009-2010	86.1%
2010-2011	90.3%
2011-2012	87%
2012-2013	92.6%
2013-2014	92.2%
<b><u>SHS Writing WASL/HSPE Results</u></b>	
2007-2008	90.9%
2008-2009	93.1%
2009-2010	91.7%
2010-2011	91.8%
2011-2012	90.1%
2012-2013	91.4%
2013-2014	93.7%
<b><u>SHS SBA ELA Results</u></b>	
2014-2015	11.4% (11 <sup>th</sup> grade optional test), 85% (10 <sup>th</sup> and 11 <sup>th</sup> grades)
2015-2016	88.3%
<b><u>SHS Math WASL/HSPE/EOC Results</u></b>	
2007-2008	56.2%
2008-2009	50.6%
2009-2010	45.5%
2010-2011 (EOC Year 1)	65.3%
2010-2011 (EOC Year 2)	69.4%
2011-2012 (EOC Year 1-	76.3%



Algebra)	
2011-2012 (EOC Year 2 - Geometry)	88.5%
2012-2013 (EOC Year 1 - Algebra)	85.8%
2012-2013 (EOC Year 2 - Geometry)	93.7%
2013-2014 (EOC Year 1 - Algebra)	62.6%
2013-2014 (EOC Year 2 - Geometry)	38.0%
<b>SBA ELA Math Results</b>	
2014-2015	27% (11 <sup>th</sup> grade optional test)
2015-2016	18.2% (11 <sup>th</sup> grade optional test)
<b>SHS Science WASL/HSPE/EOC Results</b>	
2007-2008	34.2%
2008-2009	38.9%
2009-2010	45.9%
2010-2011	54.4%
2011-2012 (Biology EOC)	61.7%
2012-2013 (Biology EOC)	89.5%
2013-2014	79.0%
2014-2015	78.2%
2015-2016	75.8%

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2016-2017

LITERACY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

STRATEGY: Work directly with SHS students that have not passed their ELA requirements

RATIONALE: Small population of students who have not passed (or taken) the exam can benefit from direct intervention.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Letters to guardians informing about COE.	After school COE class for seniors who have not passed the ELA.	Time for COE teacher planning and instruction.	November, 2016 (class to be offered November – January and April-May)	Lab and stipend for COE instructor.	SHS Administration, SHS Secretaries	Letters sent home.
Phone call or meeting with students and parents/guardians of the 23 students who have not taken the test.	N/A	N/A	February – March, 2017	N/A	Counselors (as many students are Running Start)	Phone call/meeting notes.
Test Boot camp.	Test prep for Juniors who scored 1 or 2 on previous exam.		Two weeks before test (April, 2017)	Lab, OSPI practice test material.	Junior English Teachers with students who scored 1 or 2 on previous exam	Students' scores on Spring ELA.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

LITERACY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

STRATEGY: Implement strategies designed to address underperforming student group areas, such as Special Education, English Language Learners (ELL), and Low Income.

RATIONALE: Increase the percentage of students passing state assessments in our underperforming student groups (examples - Special Education, ELL, and Low Income).

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Provide translators for teacher meetings and conferences.	Being able to have two-way communication with ELL families.	None needed Setting up translators with Special Services Secretary Sonja Beam.	2016-2017 School Year	Building budget funds.	Christine Del Pozo Sonja Beam Counselors Wendy Fox Individual teachers	Attendance at meetings and conferences.
Provide translated messages to ELL families.	Being able to have newsletters and other messages in ELL family first languages.	None needed Translating of materials.	2016-2017 School Year	Building budget funds.	Christine Del Pozo Secretaries	Attendance at meetings, informal information gathered from families.
Provide specific training for teachers on how to modify curriculum to meet needs of students in underperforming student groups	Specific strategies shared on how to modify curriculum for Special Education, ELL, and Low Income students.	Special Services staff (Special Education teachers, ELL teacher) present to teachers.	ELL presentation in January, 2017. Special Education presentation September 28 <sup>th</sup>	Wednesday morning staff meetings, Handouts.	Christine Del Pozo SHS Leadership Team Special Services staff SHS Administrators	Pre/post observations, follow up conversations with staff, learning walks, ELA data, other formative assessments, staff reflection/surveys.

(Special Education, ELL, and Low Income).			and October 5 <sup>th</sup> , 2016			
Identify students who fall in the underperforming student groups (Special Education, ELL, and Low Income). Share information with staff that have these students in class.	Staff will know specific students who may struggle based on what student group they fall under. Staff will work specifically with these students and modify curriculum as needed to meet their needs.	Information will be shared with specific staff members.	November, 2016	Staff meetings, individual meetings with teachers.	SHS Administrators, SHS Counselors, SHS Special Services staff	Completing of meetings and sharing of data.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

LITERACY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their ELA requirements for graduation by the end of their senior year.

STRATEGY: Create support programs to assist students with preparing for ELA state assessments.

RATIONALE: Provide additional resources for students to prepare and practice for ELA state assessments to help reduce student stress.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Provide after school study sessions to prepare students for state assessments.	More one-on-one support to prepare for state assessment.	None needed	On-going, 2016-2017	Study packets, Building budget Teacher to prepare for sessions and teach sessions.	SHS Administrators SHS Language Arts Teachers	SBA ELA results, feedback from students.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

MATH ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of SHS students successfully complete their math requirements for graduation by the end of their senior year.

STRATEGY: Have all students who have not previously passed the SBA take the practice tests each semester leading up to their test.

RATIONALE: This will get the students familiar with the format and the layout of the test and tools so that when they take their test they can focus on the math and not the system. It also reminds the students that this is coming and is not just based on one year, but is comprehensive over their math career.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Classes go to computer labs to take practice tests once per semester.	N/A	Collaboration to use the knowledge of some of our department to train the rest.	Start first semester, 2016-2017, continue second semester, 2016-2017	A working computer lab.	Each teacher in the math department, District Technology department	Student feedback survey after the SBA about their comfort level with content and the interface during the test.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

MATH ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of SHS students successfully complete their math requirements for graduation by the end of their senior year.

STRATEGY: Offer a remediation course during Zero or 7<sup>th</sup> period for an elective credit for students who have failed the SBA so that they are prepared to pass it on the retake.

RATIONALE: Having more access to the material and test in a computer lab will help students succeed. Reviewing the specific topics will help struggling students. It will introduce the topics that are being tested to those students who have chosen to take an alternate third year of math. We want to offer elective credit so that we can take attendance daily, which will increase participation and help these struggling students with the 24 graduation requirement credits. Students will have more buy in and accountability when they get credit for the course.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Create remediation course for SBA.	Remediation course for credit.	None	Offer the class starting in the fall of 2017	A working computer lab. Administrator support for a 7 <sup>th</sup> period class. Financial compensation for the teacher.	Math department, approval from SHS Leadership Team, Assistant Superintendent	Students in the class show improvement starting on the retake SBA in January of 2018.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

MATH ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of SHS students successfully complete their math requirements for graduation by the end of their senior year.

STRATEGY: Change our Algebra 1 and Geometry courses into a modified block schedule, completely rethinking the way that we approach these courses.

RATIONALE: Struggling students enter SHS into our Algebra 1 courses, and to a lesser extent Geometry. We need to turn those struggling students into successful students through remediation and not having them sitting through a full year class when they are failing after the first few weeks. In addition to successfully completing Algebra 1 as freshmen, many will successfully complete Geometry as freshmen. This will allow the students to take Algebra 2 as sophomores. Many topics on the SBA are from Algebra II, so fully completing the course and then reviewing it in Pre-Calculus as a junior before taking the test will greatly help with the SBA pass rate.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Offer a modified block Algebra 1/Geometry course.	The modified block Algebra 1 course would remediate for those students who are not proficient.	Collaboration time to align the curriculum into 6-week blocks.  Collaboration time to realign the students at the end of 6 weeks.	Offer the course in the fall of 2017.	Student failing data from 2016-2017.  Data from other schools using this system.  New course approval.	John Swanson compile the data from the Algebra 1 teachers.  Dave Telford collect data from other schools.  John Swanson, SHS Leadership Team	Gather data at the 6-week mark, 12-week mark, and semester.  By December of 2016.  Early 2017



Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

MATH ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their math requirements for graduation by the end of their senior year.

STRATEGY: Create after school support programs to assist students with preparing for Math state assessments.

RATIONALE: Provide additional resources for students to prepare and practice for Math state assessments to help reduce student stress.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Provide after school study sessions to prepare students for state assessments in Math EOC and SBA.	More one-on-one support to prepare for state assessment.	None needed.	On-going, 2016-2017	Study packets, Building budget, Teacher to prepare for sessions and teach sessions.	SHS Administrators, SHS Math teachers	EOC and SBA results, feedback from students.
Provide after school Collection of Evidence (COE) sessions for students who have failed the Math EOC.	More one-on-one support to complete COE portfolio as an alternative for passing a Math state assessment.	Yearly training for staff on COE.	On-going, 2016-2017	COE portfolio materials, Building budget, COE state budget.	SHS Administrators, Brett Baugh	COE results, feedback from students.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

BIOLOGY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

STRATEGY: Create after school support programs to assist students with preparing for Biology state assessment.

RATIONALE: Provide additional resources for students to prepare and practice for Biology state assessment to help reduce student stress.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Provide after school study sessions to prepare students for state assessments in Biology EOC.	More one-on-one support to prepare for state assessment.	None needed.	On-going, 2016-2017	Study packets, Building budget, Teacher to prepare for sessions and teach sessions.	SHS Administrators, SHS Science teachers	EOC results, feedback from students.
Provide time for students to review sample questions for the EOC.	Time given in class to see what the test will look like (grade 10).	None needed.	April – May, 2017	Computer lab.	Biology teachers	EOC scores.
Provide after school Collection of Evidence (COE) sessions for students who have failed the Biology EOC.	More one-on-one support to complete COE portfolio as an alternative for passing a Biology state assessment.	Yearly training for staff on COE.	On-going, 2016-2017	COE portfolio materials, Building budget, COE state budget.	SHS Administrators, Margaret Olson, Michael Hougan	COE results, feedback from students.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

BIOLOGY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

STRATEGY: Expand alignment of Agriculture courses to Next Generation Science Standards (NGSS) by incorporating the evidence statements for each standard into the course.

RATIONALE: As the state moves towards the NGSS it is important that our courses continue to be aligned to these standards and that students be able to show proficiency based on the evidence statements developed for those standards.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Review and adjust curriculum to include evidence statements from the NGSS.	Identify need areas for struggling students within the curriculum.	Time to review the standards and the related evidence statements.	September, 2016 - June, 2017	Google Drive, Course Frameworks, Standards documents.	Kevin Plambeck, Margaret Olson, Mike Hougan, Chris Carlson	By June develop a crosswalk between course content and evidence statements.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2016-2017

BIOLOGY ACTION PLAN

S.M.A.R.T. GOAL: To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

STRATEGY: There is a desire to work collaboratively to develop and implement common, high quality measures that will lead to a greater opportunity for students to reach proficiency on the Biology End Of Course (EOC) exam.

RATIONALE: To move toward implementation of the Next Generation Science Standards (NGSS) with an emphasis on cell processes (lowest scoring strand on the Biology EOC for the last three years).

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Students will collaborate during worksheets, lab activities, lecture and discussions. Students will focus on activities that directly relate to modeling the concepts.	Tutoring help available during study tables Tuesday/Thursday. After school review sessions before the Spring EOC. Collaboration with Special Education for support of IEP students.	Biology courses – allow time for student collaboration surrounding cell processes.	September, 2016 – June, 2017	Staff collaboration time, financial support.	Susan Hauenstein, Scott Bates, District and SHS Administrators	Progress on classroom activities, number of students attending EOC review sessions, EOC results.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2016-2017

GRADUATION RATE ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2017.

STRATEGY: Working with students and families to individualize education towards post-secondary goals.

RATIONALE: Improving long-term options for students towards employment and post-secondary education.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Monitoring student progress.	Credit retrieval.	Training on My School Data.	September, 2016 through June, 2017	Collaboration time.	Tricia Tayon, Emily Elde, Paige Watson, Robert Hascall	Tracking progress post graduation.
Adjusting schedules to meet post-secondary goals.	Meeting with students to better understand needs.	N/A	September, 2016 through June, 2017	Time for meetings.	Tricia Tayon, Emily Elde, Paige Watson, Robert Hascall	Tracking progress post graduation.
Develop personalized pathways toward post-secondary goals.	Collaborate with 24 credit committee to develop pathways.	Meeting with registrar to discuss Pathway tools.	September, 2016 through June, 2017	Continuation of trainings at NWRDC.	Tricia Tayon, Emily Elde, Paige Watson, Robert Hascall, 24 credit committee	Personalized pathways developed, materials created for pathways.
Develop phase-in plan for changing to 24 credit graduation requirements.	24 credit committee to create plan to switch from 22.5 to 24 credits beginning with the Class of 2021.	24 credit committee training on new state law regarding graduation requirements, training for middle school administrators and	On-going, 2016-2017	Research what other schools are doing to switch to 24 credits, state online resources, My School Data site, and Pathway	SHS Administrators, SHS Counselors, District 24 credit graduation requirement committee	Plan created and implemented.

		counselors, training for high school counselors, student and parent/guardian training at both middle school and high school levels.		information.		
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RATIONALE: Improving long-term options for students towards employment and post-secondary education.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Monitoring student progress.	Credit retrieval, job coaching.	Collaboration towards presentation on best practices in modifying curriculum in regular education classes.	September, 2016 through June, 2017	Collaboration time.	Sarah Gammell, Ken Wood, Clarene Ricarte, Rick Nation, Bobbi Lemme, Rita Peterson, Jenny Tate, Jennifer Zill, Tom Hiegler, David Corser, Robert Hascall, Shelly Rubatino	Individual Educational Plans (IEPs), tracking progress post graduation.
Variety of assessments (quarterly WA-Aim testing, state assessments).	Adjusting graduation date	Training on proctoring state assessments, Committee to prepare WA-Aim testing material and staff training.	September, 2016 through June, 2017	Collaboration time.	Sarah Gammell, Ken Wood, Clarene Ricarte, Rick Nation, Bobbi Lemme, Rita Peterson, Jenny Tate, Jennifer Zill,	IEP meetings, state assessment data, WA-Aim data.

					Tom Hiegler, David Corser, Robert Hascall, Shelly Rubatino	
Adjusting schedules to meet post-secondary goals.	N/A	Meeting with student, parent/guardian, case manager, counselor, school psychologist, and recommendations from teachers.	September, 2016 through June, 2017	Collaboration time.	Sarah Gammell, Ken Wood, Clarene Ricarte, Rick Nation, Bobbi Lemme, Rita Peterson, Jenny Tate, Jennifer Zill, Tom Hiegler, David Corser, Robert Hascall, Shelly Rubatino	IEP meetings, revised schedules.
IEP meetings.	N/A	IEP team meeting (case manager, student, parent/guardian, counselor, teachers, school psychologist). Review goal areas, transition plans, and academic progress.	September, 2016 through June, 2017	Consult and prep time, before/after school meeting time.	Sarah Gammell, Ken Wood, Clarene Ricarte, Rick Nation, Bobbi Lemme, Rita Peterson, Jenny Tate, Jennifer Zill, Tom Hiegler, David Corser, Robert Hascall, Shelly Rubatino	IEP.



Stanwood High School  
 SCHOOL IMPROVEMENT PLAN  
 2014-2017  
 GRADUATION RATE ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2017.

STRATEGY: Expand opportunities, recruitment, and student skill certifications in Career & Technical Education Programs.

RATIONALE: Students enrolled in career and technical education programs graduate high school at a rate more than 10% above the state average.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Develop a comprehensive plan to recruit students to take CTE Courses & become CTE Completers.	Provide non-proficient students with opportunities to learn and apply skills.	Training on opportunities for students and expanded course offerings.	September, 2016 – May, 2017	Flyers, pictures, video.	Kevin Plambeck, Ross Short, CTE Teachers	Launch of CTE Campaign, course sign ups.
Update programs of study and train staff and students in their use.	Providing students with a clear vision of their future goals and a plan to achieve them will encourage them to finish high school.	Training on programs of study.	September, 2016 – January, 2017	Google Sites.	Kevin Plambeck, Ross Short, CTE Teachers	In June, 2017, evaluate the number of students that have accessed the programs of study resources.
Utilize Precision Exams to allow students to earn skill certifications and encourage future	Students achieving certification are more likely to continue their program of study	Training on the use of Precision Exams and their data.	September, 2016 – May, 2017	Precision Exams Site License, access to computer labs.	Ross Short, CTE Teachers	Give students a pre-test in October, 2016, and a post test in May, 2017, to determine their development.

development.	and graduate.					
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Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

GRADUATION RATES ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2017.

STRATEGY: The strategy will be to create student awareness of their achievement level throughout the semester.

RATIONALE: To increase student achievement and students passing Physical Education and Health classes.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
All PE/Health teachers will post grades bi-weekly.	All students need to know their progress in class to be aware of current level of achievement.	Collaboration within our department until there is funding for professional development.	Every other week starting by the first week of October, 2016, until the end of the year	Skyward, printer paper, printer, tape/stapler, and wall space.	Beth Kendall, James Rowe, Matt Gale, Jessica Bridgman, Megan Amundson	Student survey at the end of each semester, 2016-2017. Tracking number of students completing PE make-ups.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

GRADUATION RATES ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2017.

STRATEGY: Identify and focus on failing and struggling students.

RATIONALE: If students are failing courses, they can't graduate.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Train and encourage students and parents to regularly access Skyward to review grades.	Train non-proficient students on the benefits of taking ownership of grade.	Train staff on how to view student passwords, e-mail parents through Skyward, how to attach assignments, and how to use Skyward to help students.	Staff trainings (August 30 <sup>th</sup> , training sessions with Technology TOSA), train students in advisory lesson, Parent /Guardian Academy training on August 29 <sup>th</sup> , 2016. Information placed in parent/ guardian	Access to Skyward.	Technology TOSA (Nate Hanson), SHS Teachers at conferences, Parent/Guardian Academy (Kevin Plambeck and Renee Herigstad), Ross Short	Report cards/ progress reports.

			newsletter during the school year.			
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Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

GRADUATION RATES ACTION PLAN

S.M.A.R.T. GOAL: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2017.

STRATEGIES: Focus on chronic absence intervention.

RATIONALE: Focus on tracking student attendance and following through with Becca/truancy policies to reduce student absences and increase academic performance.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Track student attendance; complying with SCSD and RCW policy procedures for attendance (attendance letters, auto dialer attendance messages). Includes Dean of Students, student, parent/guardian conferences.	Monitor student attendance for all students, encourage them to be at school.	Training for Dean of Students regarding attendance and Becca laws, staff training.	August, 2016 – June, 2017	Funds for Dean of Students to attend trainings, resources include technology and paper.	SHS Administrators. SHS Secretaries	Attendance data.
WARNS assessment (focus on 6 scale areas – aggression, depression, substance abuse, peer deviance, family environment,	Assesses why student is not attending classes (identifies number of ACEs student has).	Training for staff members giving WARNS assessment.	November, 2016 – June, 2017	WARNS assessment access, WARNS assessment, computer.	District secretary and Assistant Superintendent, SHS Administrators, SHS Counselors, SHS Secretaries	Assessment data.

and school engagement).						
Community Truancy Board (CTB) meeting with student and parent/guardian.	Encourage student to attend school, find out why they are not attending and help them problem solve, CTB will create plan for school and student to follow.	CTB training for administrators and community members, initial CTB presentation for school staff.	October, 2016 – June, 2017	Meeting room, CTB committee, and student data.	District secretary and Assistant Superintendent, SHS Administrators, SHS Counselors, SHS Secretaries, community members	CTB meeting notes and plan.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTURE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

STRATEGY: More varied opportunities for parents to participate, including paper/pencil, get the information in hands of parents.

RATIONALE: Data is unreliable (3 responses to the 2015-2016 high school survey as compared to 17 the year before).

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
To get reliable survey data.	To get reliable survey data.	Ask teachers who run after school activities that interact with the community to give out and collect surveys.	Now through end of school, gather at SHS activities and events (examples – College/Career night and Arena night conferences, games, concerts, plays, etc).	A list of all activities/ sporting events that the survey will be offered at, tables and pens and surveys available at all the above activities and staff to man the tables. The survey to be available on multiple platforms (as well as paper/ pencil). A way to mark off people who	SHS Administrators and office support, Survey created by Fine Arts Department (Ken Sims, Laura Aseltine, Erik Ronning, AJ Brodin)	Looking at and counting responses at each event. Last year's survey consisted of 3 responses. Those numbers need to increase dramatically before any action plan regarding the data can be created. A way to mark off people who have taken they survey needs to be figured out.



				have taken the survey.		
Principal survey.	Send out a principal survey to get quick and immediate feedback from families.	Create principal survey.	Once a quarter, 2016-2017 school year (4 times a year)	N/A – just create survey	Christine Del Pozo	Number of survey results from families.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTURE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

STRATEGY: Create a student survey with more specific questions, less open-ended questions, and options of lists with check boxes.

RATIONALE: Review previous student survey data and decide what information we would like and which questions are too vague. Identify objectives of the survey and create focused, clear, and concise questions.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Create a stronger purpose for the student survey (what do we need to know), create student survey questions that are clear and concise to help meet the needs of students.	Clear up the wording of questions so that all students have a better understanding of the questions.	Staff professional development would not happen until after data had been collected and analyzed.	Clear up questions on student survey by March, 2017, in order to give survey by the end of May, 2017	What is the purpose of the student survey? What type of information are we looking for from the student survey?	SHS Administrators	Final draft of survey in March, 2017, give survey in May, 2017.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTUE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS by offering College in the High School opportunities in all of our history classes that are College in the High School eligible.

STRATEGY: Provide more opportunities for students to participate in dual credit by aligning more high school courses with college offerings and increasing awareness in dual credit.

RATIONALE: Students will be able to stay on campus and earn college credit. The high school won't lose as many students to Running Start or other advanced programs. This will encourage students to stay enrolled at Stanwood High School for four years and demonstrate Stanwood High School's commitment to academic rigor.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Attend/provide training on setting up dual credit courses at the high school level.	Opportunity for high school students to remain on campus and be eligible to receive college credit.	Professional development conducted at meetings and follow-up conversations.	Initial Everett Community College mandatory meeting in fall of 2016.	Teachers attend initial meetings. Flyers to promote dual credit opportunities. Information placed on website and published in syllabi.	SHS Counselors, SHS Teachers, SHS Administrators, College Representatives, SHS Leadership Team, History teachers	Attendance at initial meetings. Complete (college) paperwork. List of SHS courses.  Compare number of Running Start students from the last three years to the number of this year's Running Start students.

<p>Provide parent/student informational night to share information on College In The High School programs.</p>	<p>Opportunity for high school students to remain on campus and be eligible to receive college credit.</p>	<p>Share information with staff through e-mail.</p> <p>Attend the Everett Community College – College in the High School mandatory meeting.</p>	<p>February, 2017</p>	<p>Have College in the High School representative present information along with a SHS representative.</p> <p>Place information on website and bulletin, use auto dialer to notify families.</p>	<p>SHS Counselors, SHS Teachers, SHS Administrators, College Representatives, SHS Leadership Team, History teachers</p>	<p>Held parent/student information session.</p>
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Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTUE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS by offering College in the High School opportunities in all of our World Language classes that are College in the High School eligible.

STRATEGY: Provide more opportunities for students to participate in dual credit by aligning our high school courses with college offerings (College in the High School) and increasing awareness in dual credit, as well as providing opportunity for proficiency credit through the Stamp Language testing.

RATIONALE: Students will be able to stay on campus and earn college credit. The high school won't lose as many students to Running Start or other advanced programs. This will encourage students to take classes at the high school and earn a high school diploma versus attending Running Start and not earning a high school diploma. Students in advanced level courses demonstrate a higher commitment to graduate. Students who have an opportunity for receiving credit through proficiency testing also have a better chance for achieving sufficient credit for graduation.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Attend/provide training on setting up College in High School credit courses through Everett Community College. Work together as World Language department to set up College in the High School for the upper	Opportunity for high school students to remain on campus and be eligible to receive college credit.	Professional development conducted at meetings and follow-up conversations.	Initial meetings in fall of 2016. This sets up courses for the 2016-2017 school year.	Teachers attend initial meetings. Flyers to promote dual credit opportunities. Information placed on website and published in syllabi, handed out and shared with counseling	SHS Counselors, SHS Teachers, SHS Administrators, College Representatives, SHS Leadership Team, World Language teachers	Attendance at initial meetings. Complete (college) paperwork. List of SHS courses. Help students sign up/collaborate with counseling department to provide information regarding sign-ups. Complete grading for Everett Community

language class levels.				department.		College.
Provide parent/student informational night to share information on College In The High School programs.	Opportunity for high school students to remain on campus and be eligible to receive college credit.	Share information with staff through e-mail.	February, 2017	Speaker from Everett Community College for College in the High School program, place information on website and bulletin, use auto dialer to notify families.	SHS Counselors, SHS Teachers, SHS Administrators, College Representatives, SHS Leadership Team, World Language teachers	Held parent/student information session.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTURE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

STRATEGY: Provide students with increased access to SAT and ACT registration information, review materials, and preparation assistance.

RATIONALE: To focus on increasing the numbers of students who take the SAT and ACT and helping prepare them for success on the exam.

\*Juniors should take the SAT or ACT in May or June because they tend to score higher than waiting for the fall of their senior year.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Offer test preparation sessions for students.	All students need to be provided with information to help them register and prepare to take the SAT or ACT exam.	Provide staff with website access for SAT and ACT information.	September, 2016 – June, 2017	Stipend for staff teaching preparation sessions.	Christine Del Pozo, Counseling Staff, SHS Leadership team, teachers	Monitor student registration rates and SAT and ACT scores for exams throughout the year.
Provide test information through junior/senior advisory classes and through announcements and posters.	All students need to be provided with information to help them register and prepare to take the SAT and ACT exam.	Support junior and senior advisors with SAT and ACT information.	September, 2016 – June, 2017	Handouts, posters.	Christine Del Pozo, Counseling Staff, SHS Leadership team, teachers	Monitor student registration rates and SAT and ACT scores for exams throughout the year.

Provide test information to families through school newsletter, Arena Conference night, and an evening information meeting.	All students need to be provided with information to help them register and prepare to take the SAT or ACT exam.	Provide training to staff who will teach preparation sessions.	September, 2016 – June, 2017	Handouts, posters.	Christine Del Pozo, Counseling Staff, SHS Leadership team, teachers	Monitor student registration rates and SAT and ACT scores for exams throughout the year.
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Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2015-2016

CULTURE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

STRATEGY: Encourage and promote Advanced Placement (AP) courses across disciplines.

RATIONALE: Students in advanced level courses demonstrate a higher commitment to graduate.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Department teachers and counselors promote AP opportunities through classroom presentations, student/counselor meetings and in conjunction with Running Start parent/guardian night informational meeting.	All students are informed of the opportunity to take AP courses and of the academic advantages of taking the courses.	Building/district supported bi-annual training for AP teachers. Vertical teaming training from AP institute for underclassman teachers.	October, 2016 – June, 2017	Handouts, posters, training.	SHS Administrators AP instructors, SHS Counselors	AP enrollment numbers.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTURE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

STRATEGY: Develop and implement a plan to increase communication and positive relationships between and among students, families, school staff, and the community. Find ways for community members (especially parents/guardians) to be more involved in the school.

RATIONALE: When families, schools and communities work together, life-long learning is achieved.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Increase participation of Family Access (Skyward student management program).	Staff members to provide outreach to ELL and low income families.	None needed, share information with families.	On-going 2016-2017	Family Access flyers, information in school newsletters, auto dialer home to remind parents/guardians of Family Access.	SHS Administration SHS Secretaries (Renee Herigstad)	Increased hits on Family Access.
Increase use of school website.	Remind parents/guardians when applicable of school website resource.	None needed, share information with families.	On-going, 2016-2017	School website, flyers, information in school newsletters, auto dialer home to remind	SHS Administration, SHS Secretaries	Increased hits on school website.

				parents/guardians of Family Access.		
Use of auto dialer to communicate with families.	None needed.	None needed.	On-going, 2016-2017	School Messenger Auto dialer program.	SHS Administrators and SHS Secretaries	Feedback from families regarding auto dialer notifications.
Positive postcards home.	At least one a semester teachers will send one postcard specifically to a student in one of the underperforming student groups.	Complete postcards during conferences.	On-going, 2016-2017	Postcards, address labels.	Staff members	Increase in positive student perception survey data.
Advisory program.	10 advisory sessions during the school year that focus on college and career readiness, building relationships and focusing on creating an environment where every student matters (relationship with students).	Time given for advisory planning/training on Wednesday mornings.	2016-2017	Lesson adapted from Navigation 101, Career Guidance Washington.	SHS Administrators and SHS Leadership Team (plan advisory lessons), entire staff carry out lessons.	Reflections from students and staff, surveys.
Continue Spirit Guard volunteer program.	More adult presence on campus.	Sharing of information related to the program and the role of volunteers on campus, trainings three times during the year (August, October, May).	2016-2017	Volunteer Handbooks, scheduling of volunteers, place for storage of volunteering items (vests, radios, handbook).	SHS Administrators, SHS Secretaries, SHS Security	Number of parent volunteers and other adults involved in program, number of trainings conducted, reflections from volunteers and staff.
Hold events periodically during the school year so parents and families are aware of what is going on at	More awareness of how to help prepare students for their future.	Sharing of information with staff (e-mail, share at staff meetings).	2016-2017 (Parent Academy August 29, 2016, Open	None needed, sharing of information with families through website,	SHS Administrators, SHS Staff, SHS Counselors, SHS Secretaries	Number of families in attendance at events, survey information from events.

the high school (open house, parent/guardian academy, Career and College Readiness, FAFSA, conferences).			House September 12, 2016, Career and College Readiness night October 12, 2016, Conferences November 14, 20156.	newsletter, auto dialer.		
Continue Spartan United theme events for SHS during the school year to improve culture and climate.	Joint theme for students and staff to make a better culture and climate on the campus (being kind to one another, build relationships with students and staff).	Sharing of information at staff meeting. Updates throughout the school year at staff meeting and through e-mails.	2016-2017 (August leadership meeting with students, first assembly September 2 <sup>nd</sup> , 2016)	T-shirts for staff, t-shirts for student leadership team, collaboration time to plan events for Spartan United theme.	SHS ASB Advisor, SHS Administrators, SHS Staff, SHS Students	Survey feedback from students and staff, number of activities during the school year to promote Spartan United theme.

Stanwood High School  
SCHOOL IMPROVEMENT PLAN  
2014-2017

CULTURE AND CLIMATE ACTION PLAN

S.M.A.R.T. GOAL: Improve the culture and climate within SHS as measured by a 5% increase in student and staff involvement in school activities, improved attendance and positive perception data by 2017.

STRATEGY: Develop and implement a plan to increase awareness related to suicide prevention for families, students, and staff.

RATIONALE: When families, schools and communities work together, life-long learning is achieved. Families (especially students) need to know where to turn for supports related to mental health concerns including suicide prevention.

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
Suicide prevention awareness night.	Suicide prevention awareness night.	None needed.	November 2, 2016	Handouts, speaker, resource tables.	SHS Administrators, District office administrators	Number of people who attend event, feedback from parents/guardians.
Small group meetings to prepare suicide prevention activities for students.	How we can help our struggling students.	Sharing of information.	2016-2017	Resources for preparing activities for students.	SHS Administrators, Student representatives, Chaplains, Youth Pastors, other community members.	Activities conducted during the year and feedback from students.
Staff training related to suicide prevention.	How we can help our struggling students.	Sharing of information with staff.	November 2, 2016	Speaker, handouts.	SHS Administrators, District Office Administrators	Feedback from staff regarding training.