

Title I, Part A Schoolwide		
Building Data		
Building: Snohomish High School	F/R Percentage: 22%	
Principal: Eric Cahan	Grade Span: 9-12	
District: Snohomish	Building Enrollment: 1652	
Plan Date: 7/1/19	Board Approval Date: Click or tap here to enter text.	
School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Cheri Larson	Parent Rep	cheri@awescoseptic.com
Tricia Kaminski	Parent Rep	skifamily65@gmail.com
Heidi Pike	Librarian/Parent Rep.	Heidi.pike@sno.wednet.edu
Anne Tompkins	Administration rep	Anne.tompkins@sno.wednet.edu
Rob Sumner	English Dept. Chair	Rob.sumner@sno.wednet.edu
Dave Weller	Science Dept. Chair	Dave.weller@sno.wednet.edu
Kaci Cowan	Social studies Chair	Kaci.cowan@sno.wednet.edu
Stephen VerHoeven	Admin Rep	Steve.verhoeven@sno.wednet.edu
Kia duNann	Admin Rep	Kia.dunann@sno.wednet.edu

Vision Statement
<p>Mission statement:</p> <p>SHS inspires our community to be equipped for a changing world by providing creative and challenging learning opportunities</p> <p>Vision:</p> <p>A community that inspires</p>

ESSA Supports: WA Framework Identification

Foundational:

Tier I: Targeted Supports: Targeted with 1-2 Student Groups:

Tier II: Targeted 3+ Targeted EL Progress:

Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):

Partners in Consolidated Plan Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Title I, Part: Schoolwide Program Model Four Required Components:

- 1. Comprehensive Needs Assessment
- 2. Schoolwide Reform Strategies
- 3. Activities for Mastery
- 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- Based on a Needs Assessment
- Data driven
- Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

**School Improvement Plan: WAC-180-16-220,
Plan Requirements:**

- Annual Board approval
- Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- The ways in which the model is based on a self-review of the school's program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

**ESSA: Sec.1111(d)(1)(B),
Plan Requirements:**

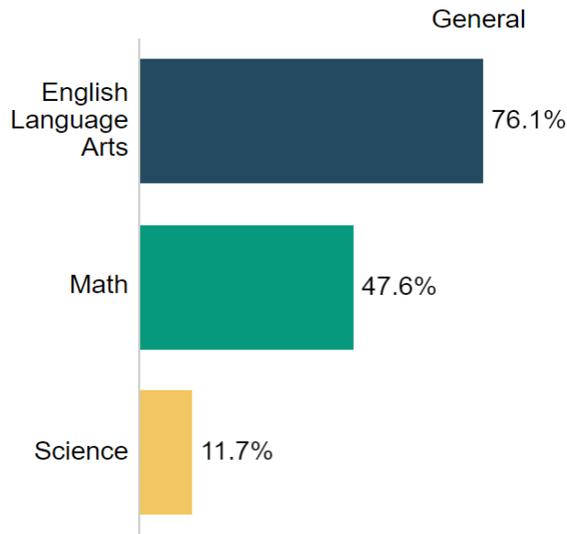
- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

Component #1: Needs Assessment

Procedure to Support Your Comprehensive Plan

Plan Snohomish High School is one of two comprehensive high schools within the Snohomish School District. Our current population is 1652. We have 84 certificated staff.

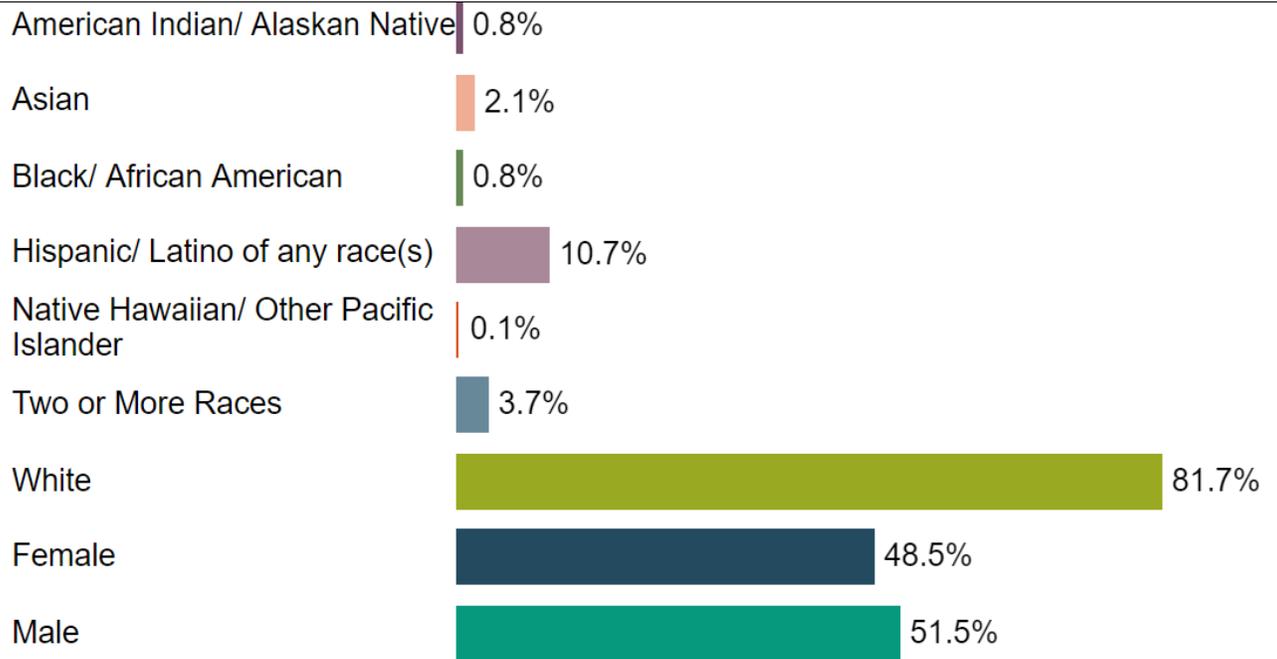
Our current student performance indicates the majority of our students have not met standards in math or science as measured by the SBA:



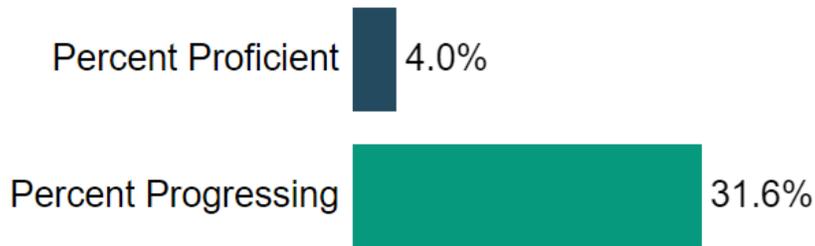
As the table below indicates our students of low income and who are identified with disabilities perform at statistically lower rates than their peers.

	English Language Arts	Math	Science
English Language Learners			
Non English Language Learners			
Homeless			
Non Homeless			
Low Income	57.6%	34.6%	7.0%
Non Low Income	81.0%	51.2%	12.9%
Migrant			
Non Migrant			
Military Parent			
Non Military Parent			
Section 504	68.5%	45.7%	16.2%
Non Section 504	76.9%	47.9%	11.2%
Students with Disabilities	20.3%	12.9%	2.8%
Students without Disabilities	85.7%	53.6%	13.5%

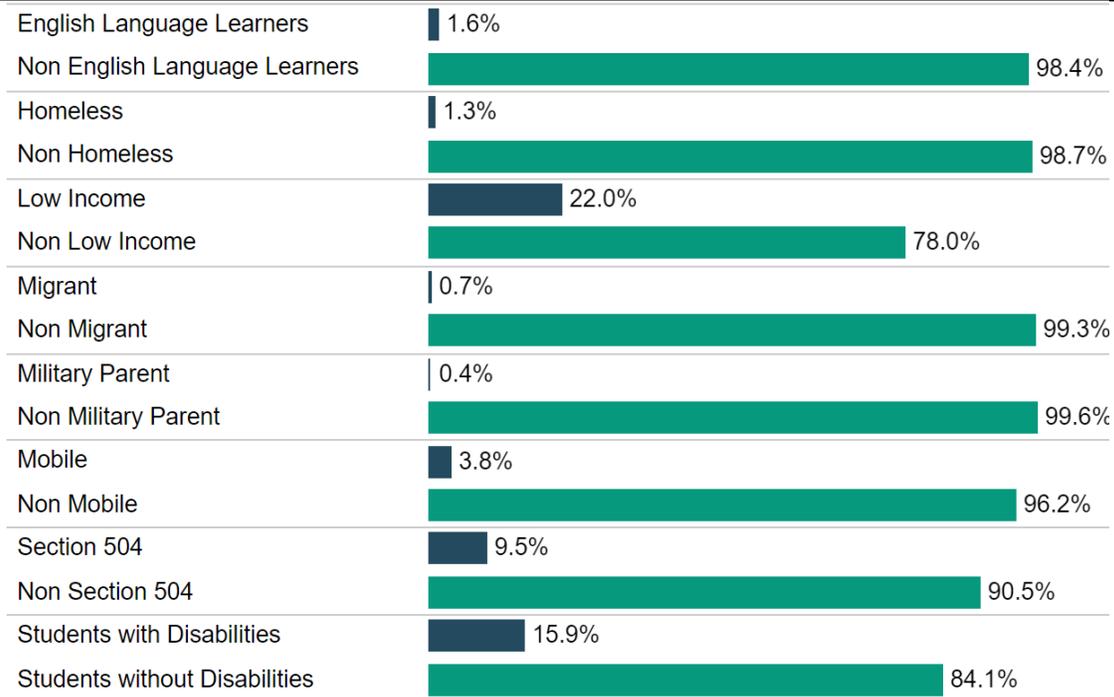
The SHS student population is changing with an increasingly diverse population with Hispanic/Latino populations being the largest represented demographic:



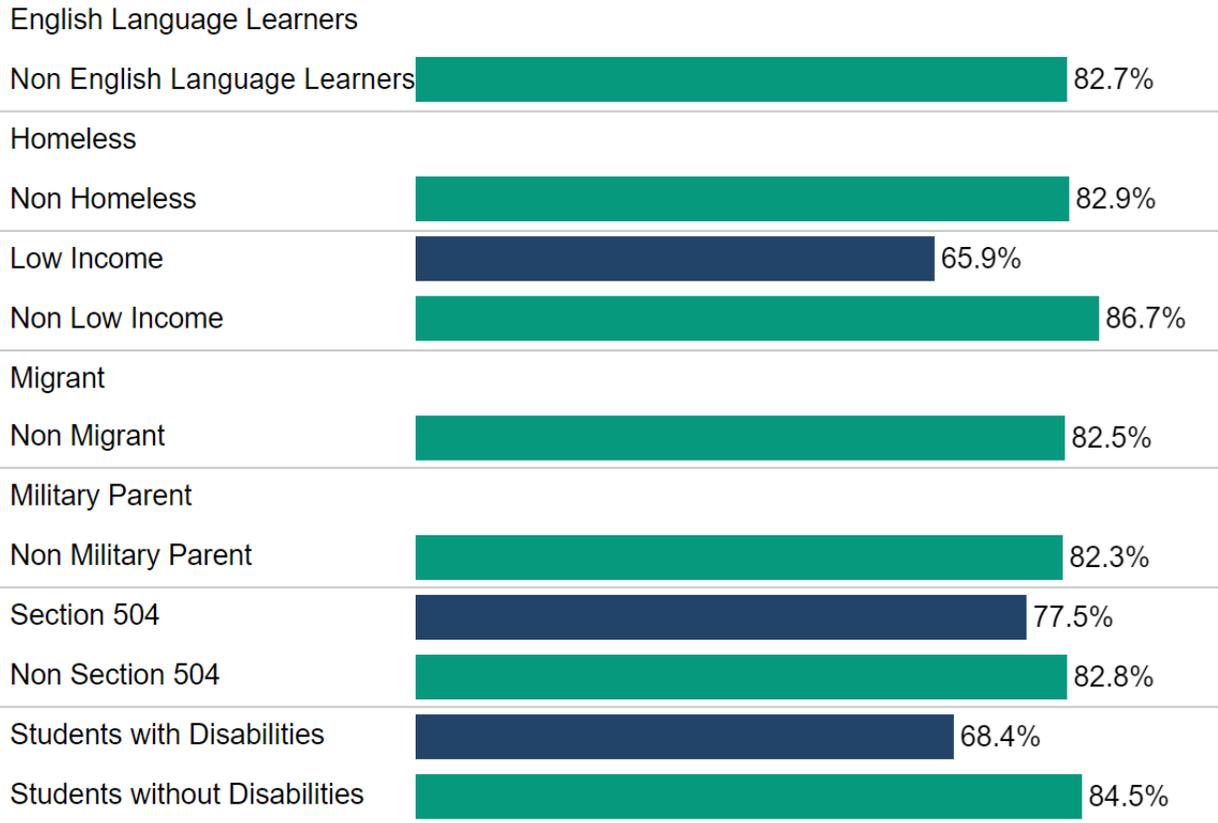
Our current data regarding our English Language Learners shows a low number of percentage of our students are proficient and while a greater proportion are progressing it is still a low percentage:



The SHS school community has also seen a growth in both the number of students who are dealing with poverty and are designated to be a part of Special Education programs.



The most prevalent group of students who are not on track to graduate include our students with disabilities and our low-income students:

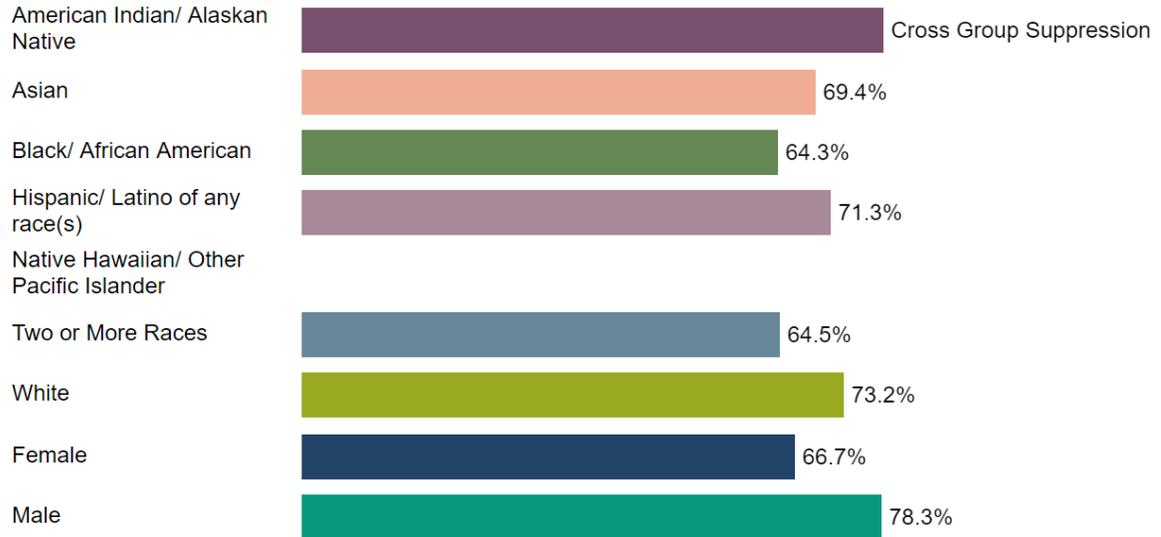


Do

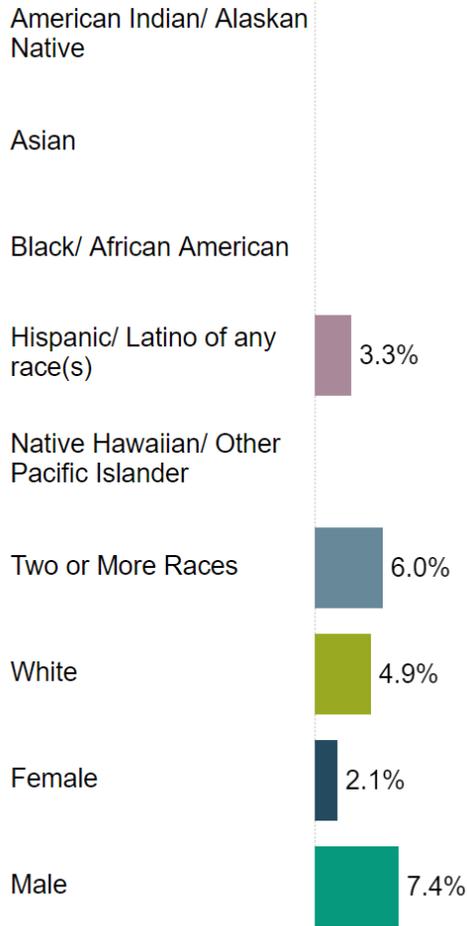
ELPA 21 scores for our English Language Learners show a range of needs from early intermediate to early advanced performance. Number of students who scored in each level are highlighted in yellow:

	Listening		Reading		Speaking		Writing					
Advanced	613	1000	662	1000	619	1000	641	1000				
Early Advanced	41	571	612	30	631	661	25	593	618	25	615	640
Intermediate	79	491	570	539	630	536	592	533	614			
Early Intermediate	39	451	490	488	538	481	535	485	532			
Beginning	0	450	0	487	0	480	0	484				

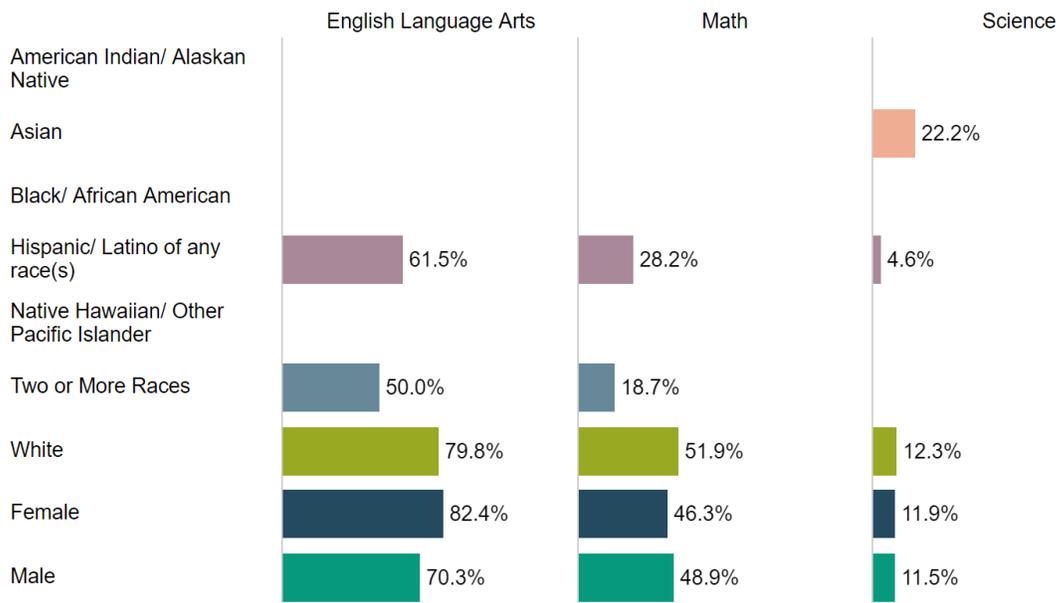
Attendance rates by demographic:



Discipline rates by demographic show that our students are not receiving discipline or exclusions at rates proportionate to their demographic population:



SBA testing scores by demographics show our students who need the most intervention and support are our Latino/Hispanic students:



In summary SHS data shows that our Hispanic/Latino and low-income students are our lowest performing groups. We have started to introduce cultural awareness training through University of Washington Dr. Stephanie Fryberg.

We are transitioning this year to enhancing cultural awareness into cultural application by contracting with Dr. Caprice Hollins through her business 'Cultures Connecting'. She will be coming to SHS on three days during the year to do all-staff training on vocabulary, raise awareness of culture biases and consider applications in the classroom.

We are going to start reviewing research on students of poverty and what that means to our practice. We have forty teachers signed up to do a book study on Ruby Payne's *Understanding Poverty* beginning Fall of 2019.

Lastly, we will need to implement the Advancement Via Individual Determination program for our students who perform at lower levels than their peers. This means identifying Latino and poverty students who are our most vulnerable and least performing and placing them in this program with the goal of attending post-secondary education. School-wide this will include professional learning regarding mental models, instructional practices, metacognitive reflection

Study Our data indicates a statistically greater number of Latino students and students of poverty academically perform at lower levels than their peers. With this surface-level knowledge we are now charged with identifying our students who fit in these demographics and who could benefit from academic interventions.

We would then need to study which research-based systems and strategies would be effective in turning around the trends with each demographic cohort (both Latino and students of poverty) and the long-term effectiveness of the approach. We would need to use a combination of data kept by our Guidance Team, Counselors and Administration team in concert with individual teachers.

	<p>It is critical to have the staff study researched approaches that are effective in intervening in student failure. This would include looking at effective instructional approaches and meta cognitive reflections aimed at curbing the effects of poverty and for supporting first generation high school graduates and college attendees. This would also include implementing culturally sensitive approaches in the classroom as taught by Dr. Hollins. It would also mean looking at programs, like Advancement Via Individual Determination, that are time tested, researched and effective at intervening with students who are both Latino/Hispanic and impacted by poverty. Implementing AVID school-wide would mean sending the Dept. Chair group, teacher leaders, administration, counseling and psychologists to professional learning conferences, teaching other teachers' school-wide and departmentally, implementing research-based instructional practices in the classroom and using data to measure the results.</p>
--	--

Adjust	<p>Monitoring of student progress needs to occur weekly, quarterly and semester long by our Learning Support Specialist, administration and counselors. The data would need to be gathered and shared with our student monitoring group: The Guidance Team, with counselors and administration. Decisions around family meetings, communication, teacher placement, student progress, and program involvement would be considered by the Guidance Team, Administration and teachers.</p>
--------	--

<p>Component #2: Schoolwide Reform Strategies</p>	
--	--

<p>Procedure to Support Schoolwide Reform Strategies</p>	
---	--

<p>Plan</p>	<p>Multi-Tiered System of Support:</p> <p>In response to our identifying students who are struggling we are in the process of developing agreed upon mental models and systems to support traditionally our lowest performing students. The changes include both system shifts and shifts in school-wide instructional strategies.</p> <p>Tier 1-instructional shifts for all students:</p> <p>Department Chairs made instructional commitments teachers could begin to identify as school-wide instructional norms beginning in 2019. These norms should be a baseline in each classroom every day for each student.</p> <p>Also, the Teaching and Learning Department has led the effort to identify and articulate essential standards in each class for each department. This process has helped staff 'let-go' of certain projects and focus on the essentials of each course. Implementing the essential standards work in the context of focused and refined researched-based instructional strategies in the classroom will continue to drive up our graduation rate and increase the passage rates.</p> <p>Tier 2-Systems changes</p> <p>Creation of Guidance Team to monitor students who are struggling academically or behaviorally. Identification of areas of study for staff including understanding students of poverty, MTSS theory, adverse childhood experiences (ACES) as well as trauma informed practices.</p> <p>Restorative practices have been rolled out previously, but without context were not implemented with fidelity and will need to be revisited in the context of MTSS theory and mental models around compassion like ACES and trauma informed practices.</p> <p>Also, and likely most importantly, we will need to look deeper into programs that can help support students to advance their own individual perception and potential.</p>
-------------	--

	<p>Tier 3-Intense interventions</p> <p>Development of intervention courses aimed at raising lexile rates in English and Math a rate of twice of general education students is critical. Students must be placed on academic skill, not behavior and must be willing to participate. Math department and English Dept. have begun to develop these classes, with the Math department refining a class currently. The initial data shows an 87% success rate in the class. The English Dept. must develop a curriculum to intervene and support students who have traditionally struggled in English.</p>
Do	<p>Staff study of Advancement Via Individual Determination (AVID) program to determine how it will address our students who are traditionally our lowest performing students including our poverty and Latino students. Identify the staff who would participate in the AVID training. Reflect on the needs of both staff and students. Include Counselors in this process to determine impact to master schedule including staff and student FTE. Run mock master schedules to determine real impact and costs associated. Meet with AVID representative and District Office representative to determine financial and theoretical support. Identify staff who are interested in implementing the AVID program in their classrooms.</p>
Study	<p>The effectiveness of our programming will be measured by a number of perspectives including:</p> <ol style="list-style-type: none"> 1. Grad rate 2. On track rate 3. Discipline rates 4. Attendance rates 5. Failure rates 6. Lexile gained <p>Each of these measures will help identify the effectiveness of our AVID programming, our MTSS approach, and our intervention courses.</p>
Adjust	<p>Part of the Department Chair and Guidance Team mission is to steer the building's programming by monitoring evidence of effectiveness. If programs do not show effectiveness changes will be made in personnel, curriculum, placement, pace and/or intensity. The monitoring and adjustment will also fall onto the responsibility of the administration and counseling staff.</p>
Component #3: Activities to Ensure Mastery	
Procedures to Support Your Activities to Ensure Mastery	
Plan	<p>For our most at-risk student populations, including our Latino/Hispanic students and our students of poverty we will employ two approaches: AVID and Latino Family Literacy Project. Our data suggests we need to increase our engagement with our Latino/Hispanic population and an approach we will be taking with our English Language Learners teacher is to implement a six-week Latino Family Literacy Project for our least successful Latino/Hispanic students and their families. Our goal is increased passing rate, college attendance, and graduation rates. Our belief is that the school-family relationship will only support the students in their individual determination and family support. By implementing AVID we are planning on improving school-wide research-based instructional approaches, including note-taking, guided listening, goal-setting and student modeling and support. Our goal is to increase graduation rates of students of poverty and Latino/Hispanic students, increase post-secondary college attendance, decrease discipline rates and increase attendance.</p>

Do	Data for the plan will be based on the identification of the students, the tracking of the students based on their attendance and discipline, their engagement in the programs and in the end their grades and graduation. For the Latino Family Literacy Project (LFLP) family involvement will be critical and tracked. Personal relationships with the families will be key to insuring the success of the LFLP. The AVID program effectiveness will also be measured by attendance and discipline, their engagement in the programs and in the end their grades and graduation
Study	To truly measure the effectiveness of the AVID and Latino Family Literacy Project program a multi-year approach will be necessary. After four years of implementation data should truly suggest whether or not the programs we are implementing are effective. Implementation with fidelity will be reviewed by the Principal and administration to insure research-based practices are used and followed. Professional learning by all teachers and staff involved will also be followed to insure a theoretically and practically strong program.
Adjust	Feedback from staff and student monthly, at the beginning, and then yearly once established will be critical to measure cultural health and program effectiveness. In the end attendance and discipline, student engagement in the programs and their grades and graduation will be the ultimate measures of success.

Component #4: Coordination and Integration

Procedure to Support Your Coordination and Integration of Services

Plan	Currently our District has funded both a 1.0 full time FTE Learning Support Specialist position to support the Tier 1 and Tier 2 intervention work done at both the building and District. This position helps coordinate students, staff and programs, monitors intervention programs and recommends adjustments as necessary. We are also currently allocated a .5 English Language Learners and a Para-Educator to address our ELL population. We have also been allocated .4 FTE for implementing credit recovery during the school day. There is flexibility with this staffing. Also, the Snohomish School District has partnered with the Snohomish Education Foundation to provide a summer school program and first semester class to begin to mimic some of the structural components found in effective programs like AVID. The District has dedicated funds for implementing the Latino Family Literacy Project beginning this year. Staci Tuck, ELL teacher, has committed to teaching the class in the evening for six weeks. With this mix of funding and the support from the Snohomish School District I am confident we can move forward in a sustainable manner and with fidelity.
Do	Allocate funds from this year's budget to support AVID training building-wide. This is forecast to cost \$40,000 which is about 7% of the SHS general budget. By wrapping in \$25,000 dedicated by the Snohomish Education Foundation for our current intervention program that will leave about \$15,000 from the building budget for school-wide training and implementation. The six-week Latino Family Literacy Project is already fully funded by the Snohomish School District through ELL funds and is sustainable. The Building budget will fund any expenses outside of the ELL dollars.
Study	The variability in expenditures could come from a variety of angles including the number of staff who are interested to the location of the site visits. If we have 50 staff interested and believe it is valuable for them to participate we are going to have to make financial commitments to address those requests. This is a project that can be scaled to smaller groups or larger groups which provides some safety-net. If the Latino Family Literacy Project is unfunded in subsequent years, or if the preparation by the teachers costs a large amount of money the fund sources and amounts will have to change.

Adjust	<p>A monthly budget is reviewed by the Principal and the District and submitted electronically. This allows for quick review of expenses.</p> <p>Additionally, the funds for the Latino Family Literacy Project are line-itemed and have a reserve as set aside by the Teaching and Learning Director. These funds support our entire ELL program.</p>
--------	--

Matrix for Combining Funds to Support our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
ELL	\$80,000	Students who are in the SHS ELL program will be supported by an educator holding classes during the school day and evening support program called Hispanic Family Literacy Night.
Title 1	\$90,400	The schoolwide approach we will be taking to support our Title 1 goal including have a 0.2 FTE teacher address students who need learning assistance and to research a program to address traditionally unsuccessful students like Advancement Via Individual Determination (AVID) to implement at SHS.
LAP	\$48,000	We will identify a certificated staff member to ‘coach’ the teaching staff on implementing Tier 1 essential standards, curriculum, and assessments. They will also support teaching staff in developing a Tier 2 intervention plan to support students who are struggling.
Basic Ed	\$10,492,000	At SHS students will be a part of the general education population and have access to Tier 1 and Tier 2 intervention on a daily basis. This money supports all of the students who participate as a part of the Title 1/LAP program.
Total	\$10,710,400	