



Inglemoor High School

September 2019



Agenda

- School Overview: Who we are and what we're about.
- Accreditation
- Assessment Data
- School-based data: What informed our chosen journey?
- SAP Goals
- Classroom Visits
- Return for Questions

Goal: To give a clear understanding of what we're trying to accomplish with and for students at IHS.

Our Vision



- All students will graduate from Inglemoor High School as good people, motivated about their next step, and ready to contribute to our society as informed and active citizens.

School Pillars

- Culturally Responsive Teaching
- Student Ownership
- Proactive Communication
- Positive and Productive Relationships
- School/life Balance



Programs Unique to School

International Baccalaureate

AVID Elective

Engineering Design

IB English B (New)

Full-Time Mental Health Specialist

Open House for Spanish Speaking Families

Breaking Down the Walls



Advancement via Individual
Determination

Concert Hall Status

Two teams have met to agree upon the blueprint and look of the new concert hall.

Work will begin this May.

Concert Hall is scheduled to open at the beginning of the 2021-22 School Year.



Schools Can't Do It Alone

Hundreds of stuffed compost bags.

Two HUGE debris piles.

Four mulch piles distributed.

Three stumps removed.

Eight power washers.

One track team.

One football team.

Many IHS Teachers and Admin.

Fifty pizzas eaten.

Hundreds of Valhalla hours.

One organized emergency container.

Almost three hundred volunteers.

=

**One Incredible IHS
Community Serve Day!**

Parent Nights (9th, 12th, IB, AP, College, etc)

Expanded Spanish Speaking Parent Nights (New to IHS,
Senior Parent, Open House, etc.)

Culture Fest

PTSA and NSF Partnership

Community Serve Day

E-Communications to families

Non-triangulation partnership with parents

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Accreditation

In 2018-19 IHS was granted Accreditation.

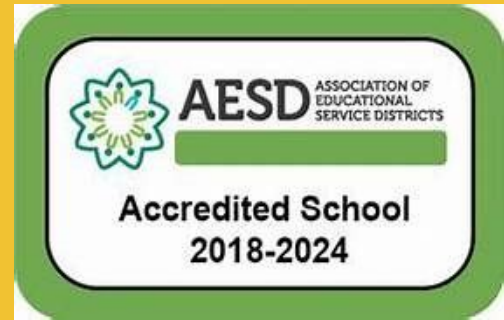
Commendations:

1. According to collected data, the efforts to improve staff to student relationships shows improvement in student learning and behavior.
2. There is ample evidence that the school is very diligent in their efforts to monitor school programs and make adjustments as needed.
3. The Danielson Instructional Frameworks model is used to discuss individual student success.
4. The Northshore School District has a thorough review process for each of their school's SIPs. Inglemoor HS provides supportive data annually to assist in the assessment of progress being attained toward their SIP goals.



Accreditation

Recommendations:



1. Action to ensure that all members of the Inglemoor community feel equally valued regardless of their program of study needs to continue as a high priority.
2. Continue and expand the school's commitment to equity and access work (student/staff relationship building, culturally responsive teaching and discipline policy reform).

Agenda

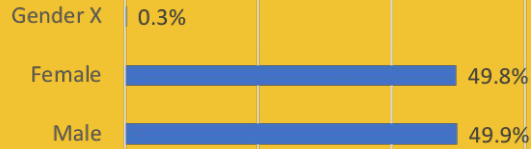
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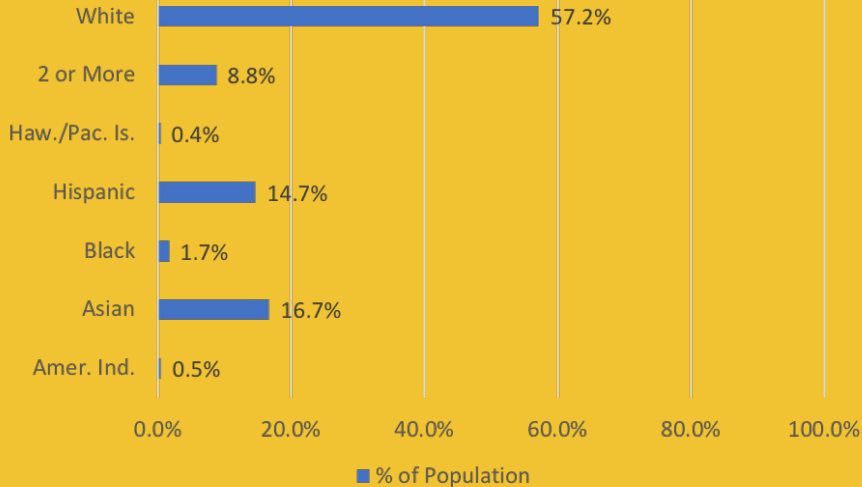
State Assessment Data

Student Demographics

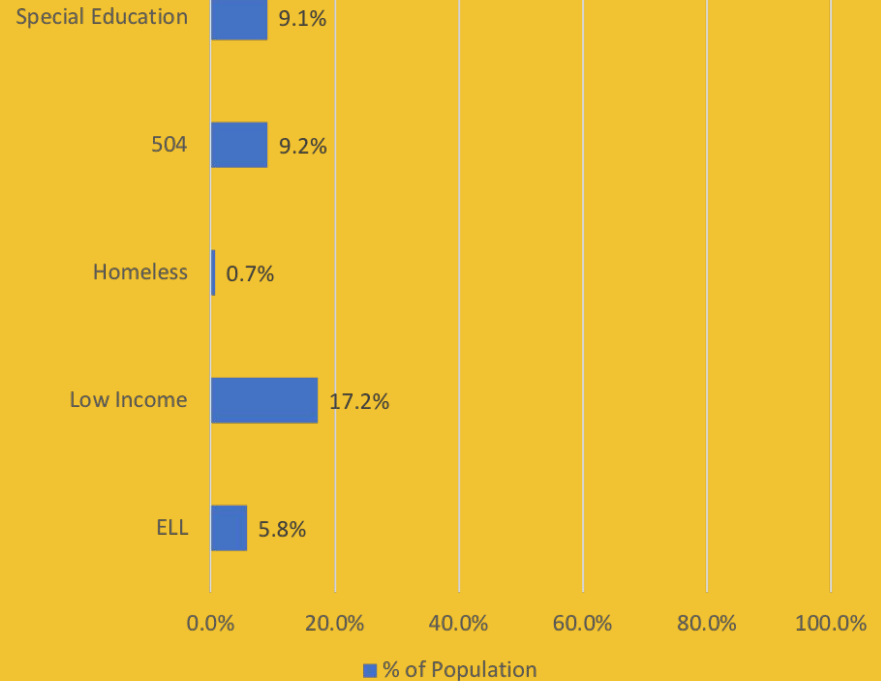
Gender



Race/Ethnicity



Special Programs



ENROLLMENT (OCTOBER 2018): 1,716

Washington School Improvement Framework

Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	85.3%		92.8%	80.0%	62.8%		93.5%	85.8%	23.7%	62.8%	41.4%
Math Proficiency Rate	63.8%		85.0%	60.0%	34.4%		76.7%	62.8%	17.9%	34.3%	18.3%
ELA Median SGP											
Math Median SGP											
Graduation Rate	95.1%		98.7%	88.5%	88.8%		95.8%	95.5%	80.6%	89.2%	80.7%
EL Progress Rate*	52.7%										
Regular Attendance Rate	83.6%		89.5%	77.4%	80.3%	81.0%	79.5%	83.5%	79.1%	71.4%	74.9%
Ninth Grade On Track Rate	91.1%		100.0%		80.0%		94.6%	90.8%	95.2%	76.1%	91.5%
Dual Credit Rate	77.8%		87.3%	71.0%	67.0%	57.1%	78.6%	78.0%	48.9%	67.2%	49.4%

*The EL Progress measure only applies to students who are English Learners

Washington School Improvement Framework

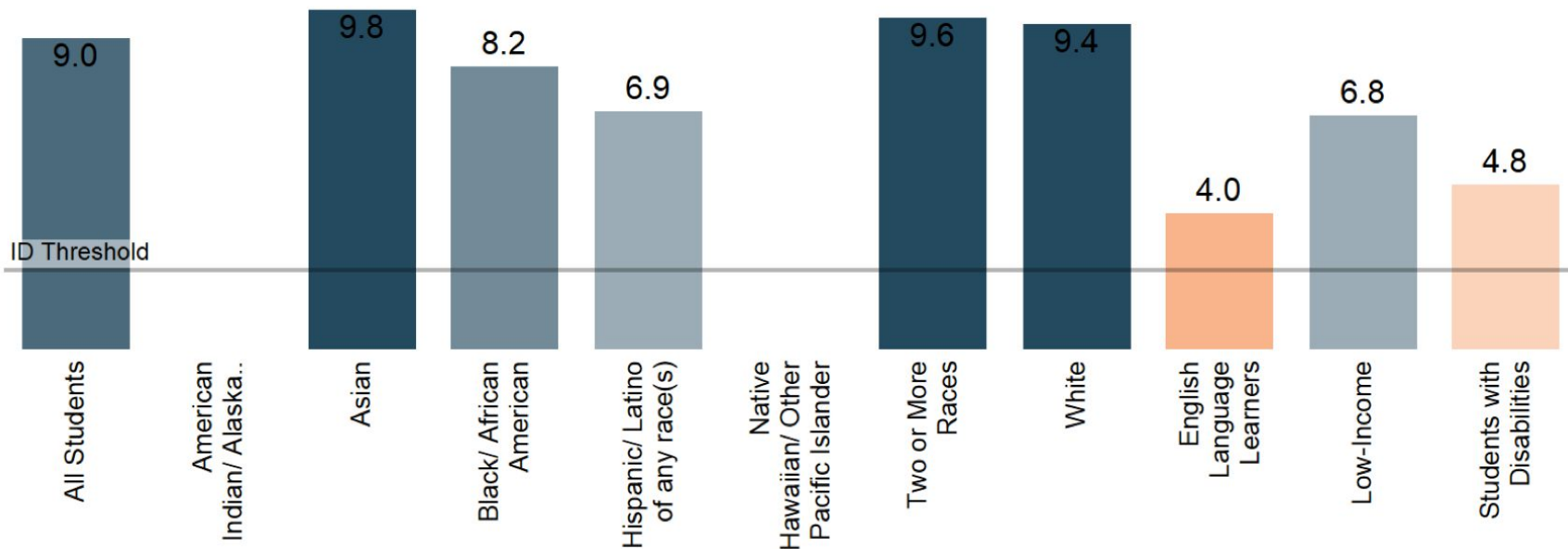
Organization Name

Northshore School District, Inglemoor HS

Decile

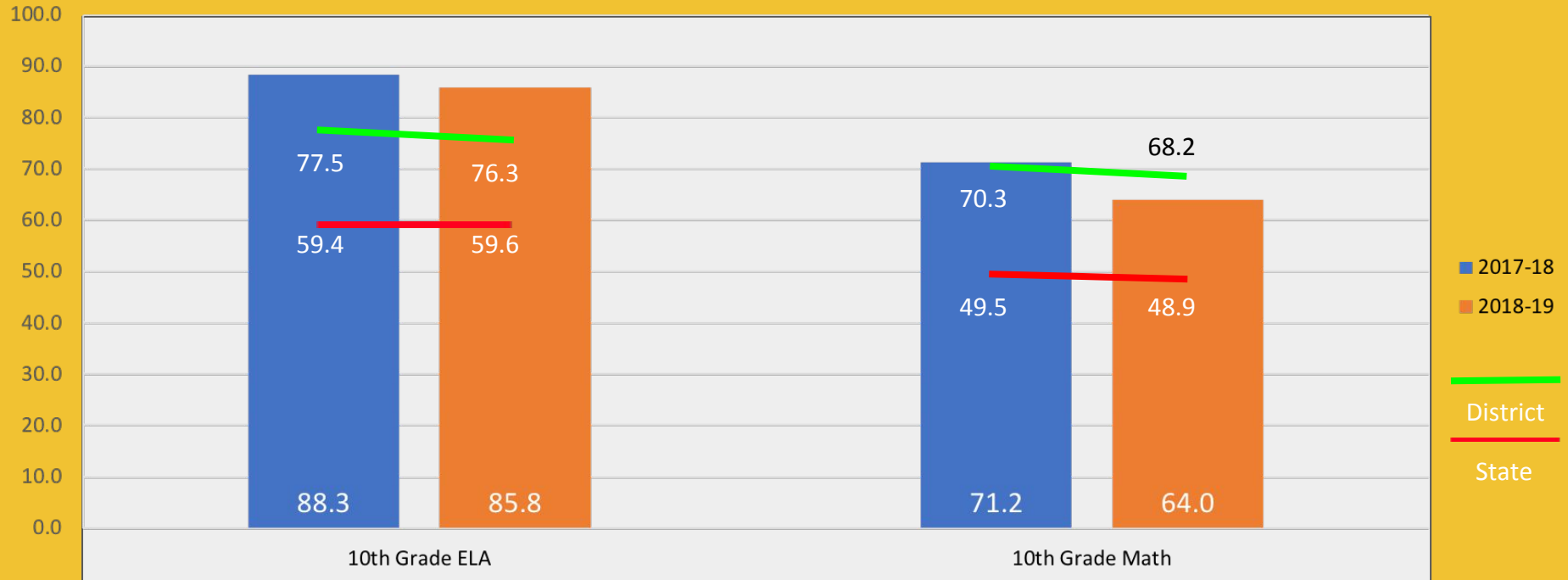


Overall Framework Score by Student Group



Smarter Balanced Results - ELA and Math

Percent Proficient – ELA and Math



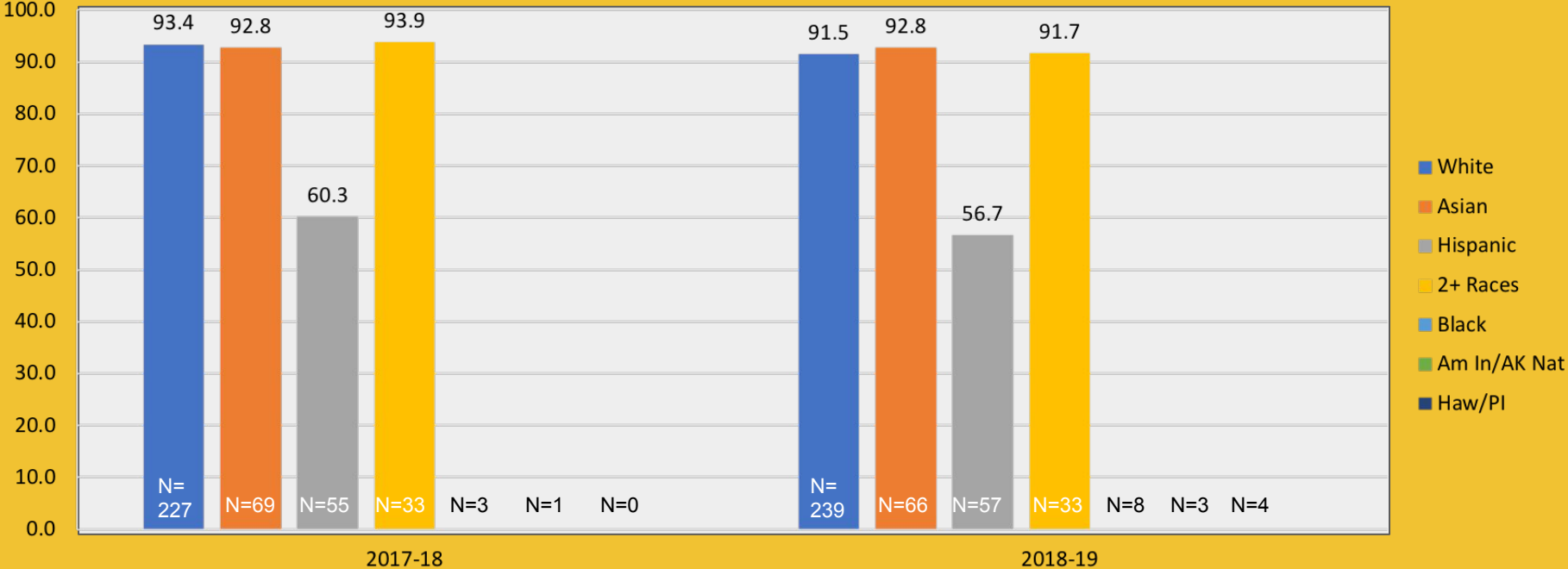
2016-17 state data not available
due to 10th grade not being an accountability year

Not assessed in 10th grade until the
2017-18 school year

Smarter Balanced Results – ELA

10th Grade by Race/Ethnicity

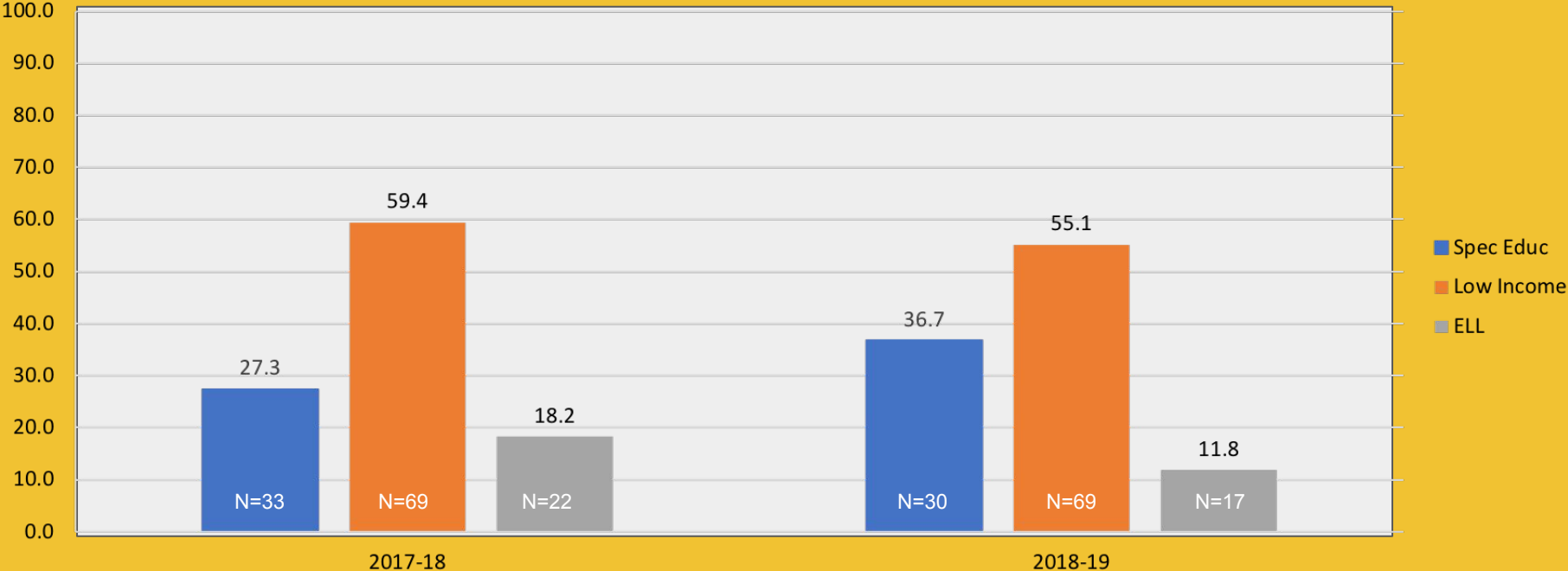
Percent Proficient – ELA



Smarter Balanced Results – ELA

10th Grade by Multiple Demographic Data

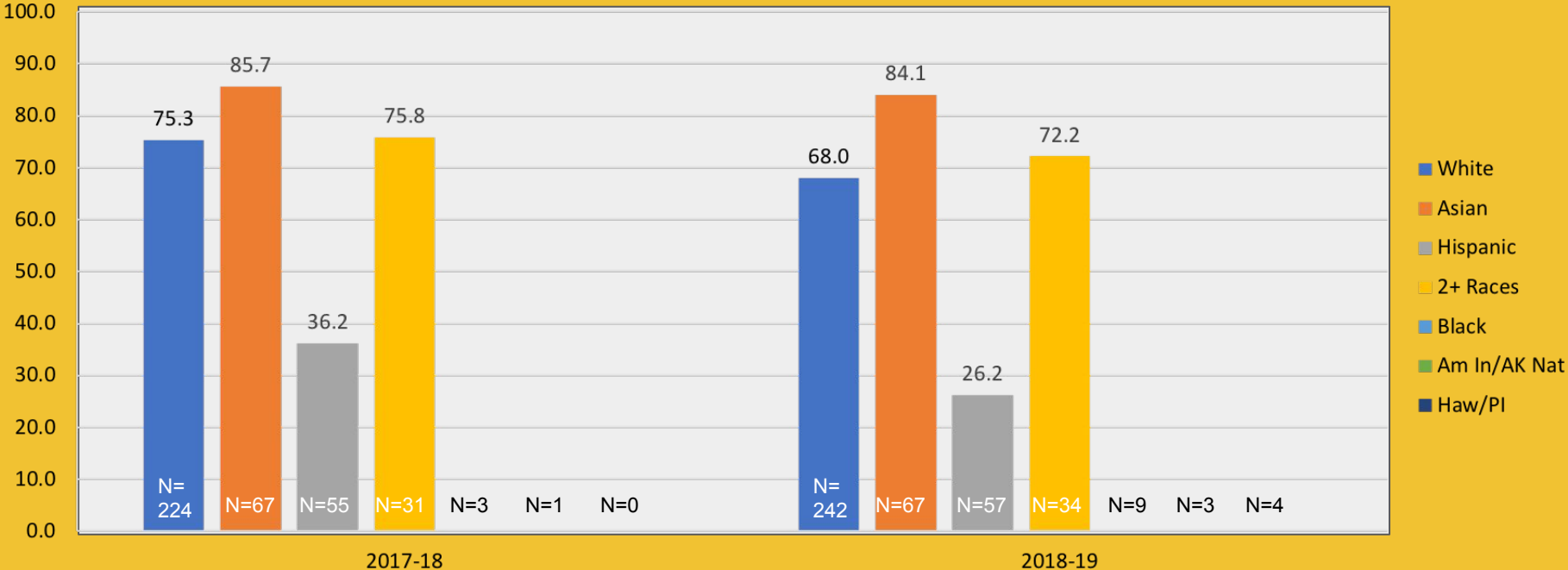
Percent Proficient – ELA



Smarter Balanced Results – Math

10th Grade by Race/Ethnicity

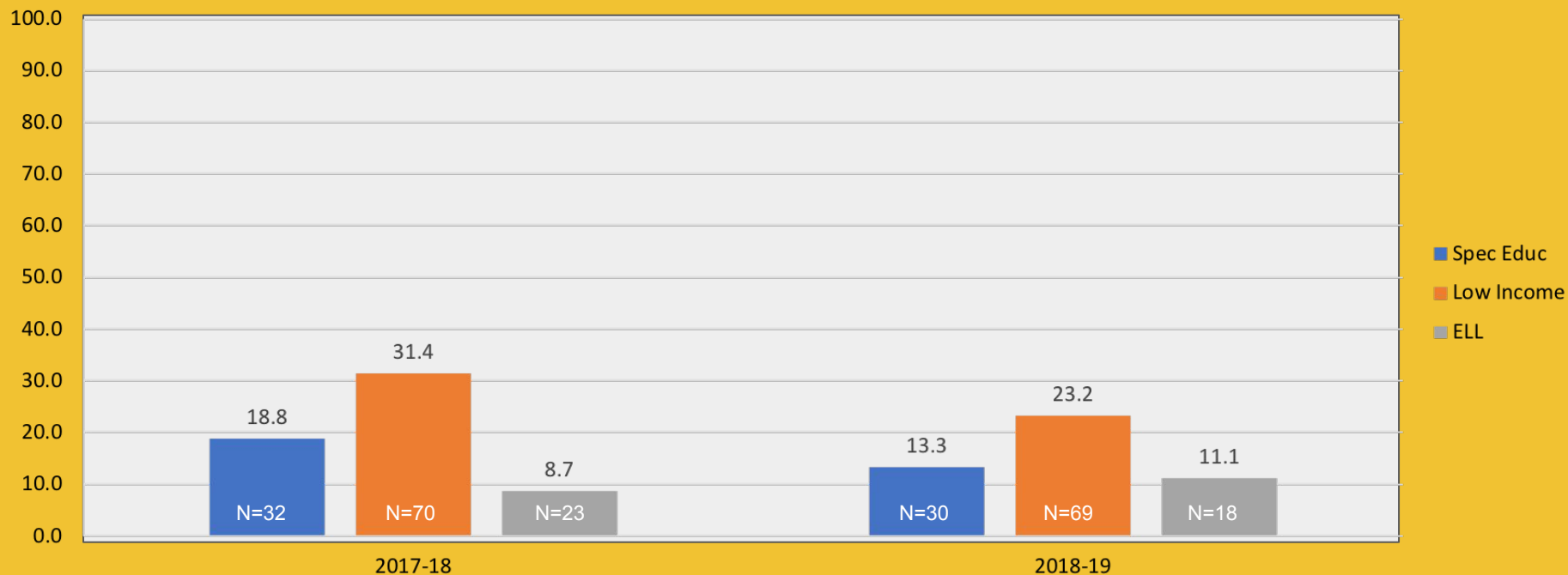
Percent Proficient – Math



Smarter Balanced Results – Math

10th Grade by Multiple Demographic Data

Percent Proficient – Math



IB Data

IB Diplomas Earned in 18-19: 117

Average DP Score obtained by IHS diploma candidates: 4.91

Worldwide Average DP Score 4.76

Pass Rate: 90.6

Global Pass Rate: 77.4%



IB Data



Washington State passed a new law granting college credit to students who scored a 4 or above on an SL and HL exam.

Ex: In the last 10 years, 1514 IHS students took an HL ELA Exam.

1507 Scored 4 and above, which would have earned credit under that policy.

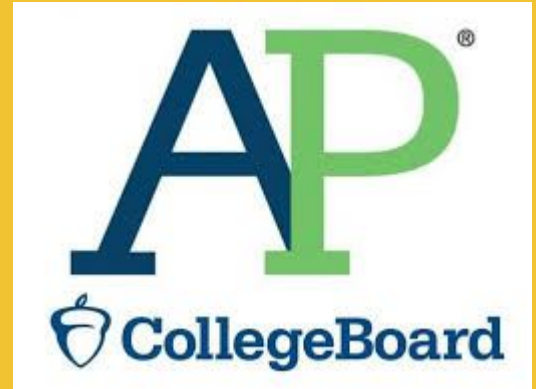
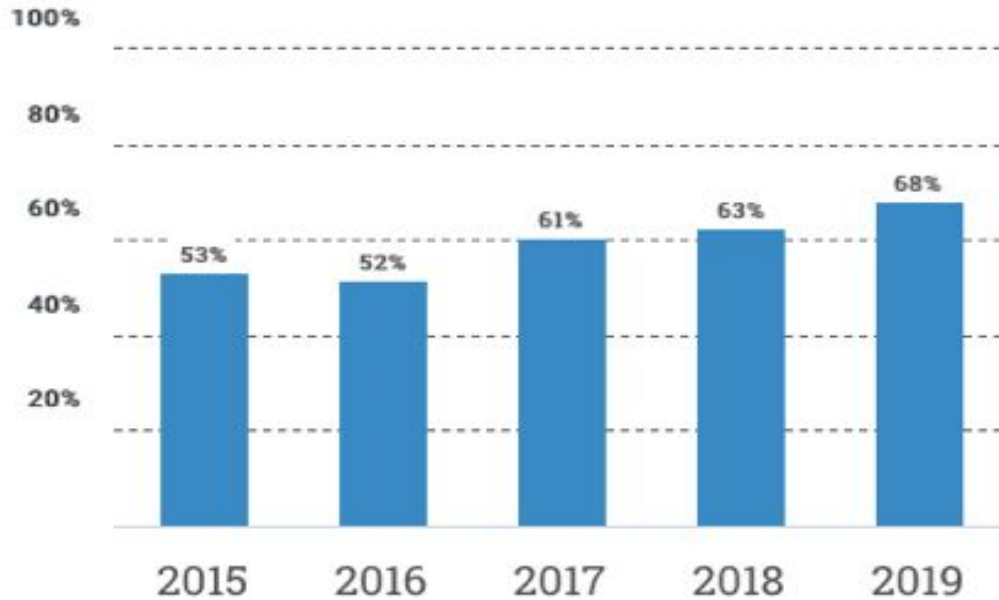
This would show a success rate of 99.54%

96.5% of students earned 4 or above on the HL History exam over the past 10 years.

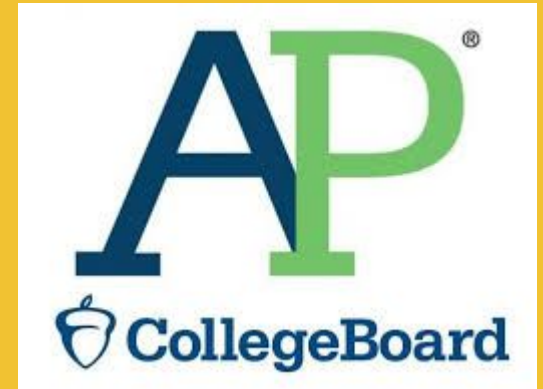
87% of all SL exams earned a 4 or higher. 94% of all students taking SL exams scored a 4 or higher on at least 1 exam.

AP Data

 % OF TOTAL AP STUDENTS WITH SCORES 3+



AP Data



SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	216	217	150	104	186
Number of Exams	313	335	221	161	285
AP Students with Scores 3+	115	112	91	65	127
% of Total AP Students with Scores 3+	53.2	51.6	60.7	62.5	68.3

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School Based Data

We looked at credit-deficiency data for students in grades 10, 11, and 12, and broke the data down by demographic.

This is what we learned:

The achievement gap is widening for our LatinX population.

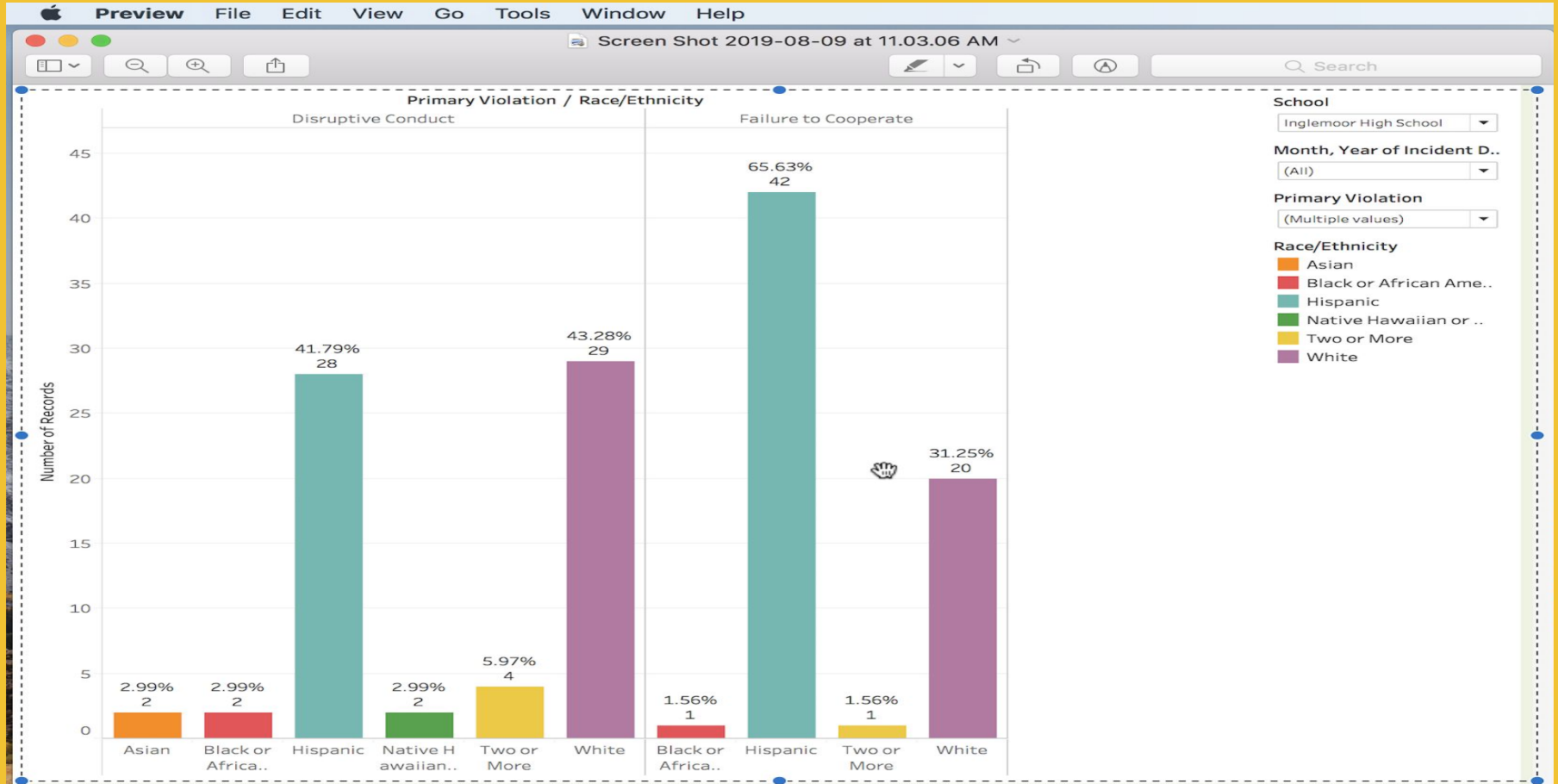
We believe these disproportionalities stem from a variety of reasons including systemic impacts.

Demographic Data (Academic)

Percent of Total Credit Deficient Students

	<u>WH</u>	<u>AA</u>	<u>Hisp</u>	<u>ASN</u>	<u>2+</u>
2020:	60.7%	2.2%	22.9%	1.2%	4.0%
2021:	53.8	6.2	30.7	0.3	6.2
2022:	41.7	0	41.7	0	13.9

Discipline Data



Graduation Data

2017-18 Graduation Rate:

95.6%

Highest Dropout % - ELL – 10%



Data

1. LatinX students were more likely to be credit deficient than any other demographic.
2. LatinX students were disproportionately sent to the office for subjective reasons.
3. A majority of Students of Color at IHS shared that they felt unheard and “not a part” of the culture at IHS.

School Selected Goal



PD Plan: Focus deeply on Culturally Responsive Teaching, giving time for small group discussion, reflection, sharing of strategies.

- We showed staff a video of students of color sharing their experiences on our campus.
- We dove into academic and discipline data
- We shared experiences and photos from the summer to provide context of life experiences.
- We broke into small groups to discuss systemic impacts on our students and how we can individually do our part to unravel those.

School Selected Goal



Our goal is to unravel systemic impacts on students by learning about individual needs and lives, and tailoring our education and assessment to meet those needs.

SDLT Process: We brought our SDLT together to look at Academic, CEE, HYS, and Discipline data, focusing on race and demographics. This led to our revised SAP Goal.

School Action Plans

- Equity Goal: Our equity goal is the umbrella for everything we do in our school.
- Goal: Begin to unravel the impacts of systems on individual students.
- School Goal: **By the end of the 19-20 school year, 85% of our LatinX students will be on track to graduate (not credit deficient).**
- Goal 5: **Aiming for 97% on-time graduation by the end of the 2019-20 school year.**

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Classroom Visits

1: Briahna Attebury (Sci), Omar Omar (ELA), Jennifer Ellis (Art), Adam

2: Deanna Perry (Math), Jason M-L (Social Studies), Hailey Cottle (Des tech), Joe

3: Rebecca Lewis (Spanish), David Wood (Social Studies), Marita White (ELA),
Shawn

4. Sally Anderson (Math), Alexandra Baker (Music), Zane Mills (Art), Erica



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Thoughts, Wonders, Questions, and Possibilities...

When you go into classrooms and around our campus, you may have questions about changes we've been making, or how we are instructing.

We are:

- Focusing on Student Ownership. "We run this Ship".
- Intentionally learning about our students in order to tailor their educational experience to their needs.
- Everything comes down to relationships here.

Questions?