Enumclaw High School
School Improvement Plan
2021-2022 School Year

Section 1: Building Data	
1a. Building: Enumclaw High School	**1g. Grade Span:** 9 -12 **School Type**: High School
1b. Principal: Rod Merrell	**1h. Building Enrollment:** 1350
1c. District: Enumclaw School District	**1i. F/R Percentage:** 28.1%
1d. Board Approval Date:	**1j. Special Education Percentage:** 16.7%
1e. Plan Date: August 2021	**1k. English Learner Percentage:** 4.6%
1f. School's Washington School Improvement Framework (WSIF) Support: Foundational Supports	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Rod Merrell, Principal	Tod Witzel, EHS Social Studies
Paul Iacobazzi, Assistant Principal	Tandy Schaefer, EHS English
Chad Davidson, Assistant Principal	Cora Valentine, EHS Library Media Center
Kim Herd, Director of College and Career Readiness	Kami Johnson, EHS Counseling
Kody Dribnak, Athletic Director	Megan Steinman-Neal, EHS Science
Paul Scott, EHS Fine Arts	Mark Gunderson, EHS Health and Fitness
Section 2: School Leadership Team Members	

Parent-Community Partners	
Please list by (Name, Title/Role)	
Alison Crane, EHS Math	Raeann Webb, EHS Math
Lindsay Ryan, EHS Special Education	Sui-Lan Hoʻokano, EHS Cultural Support
Steven Murphy, EHS Social Studies	Jennifer Longmire, ESD Technology Support

Section 3: Vision Statement

Enumclaw High School staff members dedicate themselves to the success of each student. Working in a collaborative, supportive, and flexible environment, staff members focus on student learning to continuously improve the instructional program.

Section 4: Theory of Action

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

Section 5: Culture of Equity Statement

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Student Populations

1. **What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**

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2. **What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

    The COVID-19 pandemic has had a huge impact on students and on student learning. This year students returned to full-time, in-person instruction. We have observed that students returned with gaps in their learning and with their ability to know and meet standards of behavior in school. Our 9th and 10th grader students have never been in full-time, in-person instruction at the high school. They entered high school ill-prepared to handle higher expectations for learning and socialization. Our 11th and 12th grader students are also struggling with expectations for learning and expectations for how to be a student in high school.

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)**

    a. *What strengths do they possess?*

    Enumclaw High School students possess a number of strengths including:
    - Kindness
    - Care for others
    - Desire to learn
    - Connections to EHS staff
    - School and community involvement
    - Loyalty to school and community

- Passion
- Pride for their school and community
- Respectful
- Resilience

b. *What challenges do they face?*

Enumclaw High School students face a number of challenges including:
- Impact of poverty
- Changing culture of responsibility
- Narrow world view
- Lack of experience with problem-solving or independent learning
- Concern for social standing with peers/family
- Community conflict with school (masks, vaccination policies, politics, culture wars)
- Parent support towards education
- Drug and alcohol abuse
- Mental health challenges
- Lack of diversity in school
- Privilege
- Racism, misogyny, homophobia
- Barriers to school access (health care, attendance, mental health, transportation
- Social media

c. *What are some important relationships in their life?*

Enumclaw High School students have a number of important relationships in their lives including:
- Family
- EHS Staff
- Peers

- Houses of worship
- Club and activity groups inside and outside of school
- Coaches inside and outside of school

Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?**

   This is an emerging area of focus for Enumclaw High School. We have a powerful Theory of Action and Equity Statement, but it is not broadly understood or implemented at the high school. We have pockets of excellence, but not widespread implementation. We are also experiencing the impact of the COVID-19 pandemic on staff and student capacity for change. EHS staff are running at maximum capacity and may not be able to do much more. We are on the second level of Maslow's Hierarchy - basic needs and safety. It may take this year just to get to feelings of belonging and trust. The staff has had 4 principals in the last six years and have had to deal with the impacts of a global pandemic. They also have had to deal with a community that is often frustrated that the school is not doing enough to serve students or that the school must enforce rules and regulations with which they do not agree. Additionally, students are requiring more care and attention. This has been a major stressor for staff at the high school. We are in the process of revisiting many of our foundational beliefs - Theory of Action, Equity Statement, and Hornet Values - and determining the best ways to move this work forward.

2. **What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?**

   We have identified a number of areas where we could use additional professional development including:
   - Homeroom training
   - Trauma-informed Multi-Tiered Systems of Support (T-MTSS)
   - Deeper learning
   - Problem-based learning
   - Gender-inclusive schools
   - Culturally Responsive Pedagogy
   - PBIS

3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

This is my first year as the principal of Enumclaw High School. Our initial professional development has been on fostering positive relationships in the classroom and across the campus at EHS. We focused on the importance of positive relationships, strategies for building relationships with students, and strengthening our system for Positive Behavioral Interventions and Supports (PBIS). When the teaching staff has capacity, we also need professional development on culturally responsive pedagogy. We will use a building culture survey to get baseline data on the student and staff culture at EHS and will use that initial data to set improvement targets. We will also use disaggregated attendance and discipline data to inform our action planning.

Systems of Support

1. **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**

   When students returned to school this fall for full-time instruction, it was the first time in two years that students were in school, in their 6 classes for 5 days a week. We have observed that students are bringing a number of social and emotional challenges to school. Our absenteeism is up due to a number of factors including, Covid-19 quarantines, student anxiety, illness, and student disengagement. Our discipline infractions are increasing including instances of student bullying and harassment, refusal to wear masks, truancy, and destructive behaviors on campus. Our strengths as a staff include a very experienced and stable staff, positive relationships between many students and staff, new mental health services for students, and a willingness on the part of the entire staff to work towards continuous improvement. Our challenges include a lack of a concrete structure for a Multi-Tiered System of Supports (MTSS) for students, lack of evidence-based interventions at all three tiers of the MTSS, and a lack of access to academic supports after school.

2. **How did your school identify these areas of strengths and improvement?**

   The school used qualitative and quantitative data to identify these areas of strength and improvement. Data sources included EHS discipline data, attendance data, student interviews, staff interviews, and work with the EHS Student Support Team.

3. **How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.**

   One area of strength with school and community partnerships can be seen in the addition of a full-time mental health counselor at EHS. These important services for students became a reality through a partnership between the Enumclaw School District and Rainier Foothills Wellness.

4. **What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?**

One area of strength is the Enumclaw CTE Program. Our CTE Program aligns with the district theory of action with regards to authentic and deep l;earning experiences for students and it provides opportunities for students to participate in areas of study that will often lead to post-secondary opportunities. Our CTE Director is focusing on the CTE Advisory program where industry leaders in our area and CTE teachers collaborate to increase the efficacy of our programs and to align our programs with standards within each industry. This effort is one way to strengthen our family and community partnerships.

Section 7: Schoolwide Reform Strategies	
SY 2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	Foster a school culture that promotes the ongoing improvement for teaching and learning for students and staff.l
Goal/Priority #2 (G2)	Improve students' regular daily attendance.
Goal/Priority #3 (G3)	Improve EHS on-time graduation rate.

Section 8B: Action Planning

Priority Goal 1 - EHS staff will foster a school culture that promotes the ongoing improvement for teaching and learning for students and staff.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs
A1) Hornet Values reestablished and taught to students.	NOV 2021	EHS Building Leadership Team	● Hornet Values re-introduced to staff ● Implementation plan created by EHS Leadership team with input from staff ● Hornet Value communication campaign created and implemented ● Consistent messaging implemented across campus
A2) Complete a school culture needs analysis with EHS staff.	DEC 2021	Rod Merrell, Kim Herd, Paul Iacobazzi, Chad Davidson	● School culture needs assessment selected and implemented. ● Survey data analyzed by the Student Support Team and EHS Building Leadership Team ● Goals established based on survey data.
A3) Design and implement Enumclaw High School Principal's Student Advisory Council (EPSAC)	NOV 2021	Rod Merrell	● Principal's Student Advisory Council (EPSAC) created ● EPSAC meets monthly ● EPSAC identifies focus areas for improvement

Section 8A: Action Planning

Priority Goal 2 - Key Performance Objective (KPO): EHS will increase the percentage of students demonstrating regular attendance to 85%.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs
A1) Create EHS Attendance Team	NOV 2021	Rod Merrell	● Team created and meets weekly.
A2) Hold Student Focus Groups to Learn More about Attendance Barriers.	DEC 2021	Rod Merrell, Chad Davidson, Kim Kravgna,	● Focus group process created

		Kami Johnson, Alisha Snell, Neccia Engebretsen	• Focus groups scheduled • Focus group data analyzed by the attendance team.
A2) Create EHS Tiered Attendance Model	FEB 2022	Rod Merrell	• Tiered model is created; • Feedback solicited from stakeholder groups (staff, students, families).
A3) Implement EHS Re-Engagement Team	MAR 2022	Rod Merrell	• Attendance Re-Engagement Team created

Note:
- *2020 EHS Attendance Data* - 2020 EHS Regular Attendance by Demographics

Section 8B: Action Planning			
Priority Goal 3 - Key Performance Objective (KPO): EHS will improve on-time graduation rate to 90%			
Activity	**8b. Timeframe for Implementation**	**8c. Lead(s)**	**8d. KPIs**
A1) Train student support team on MTSS Model	NOC 2021	Rod Merrell	• Professional development session on MTSS scheduled for student support team.
A1) Train student support team on Homeroom Early Warning Indicator System.	NOV 2021	Rod Merrell, Chad Davidson, Kim Kravgna, Kami Johnson, Alisha Snell, and Neccia Engebretsen	• EWS metrics reviewed (attendance, grades, and discipline) • EWS monitored weekly • Students of concern identified and monitored

A2) Implement and monitor EHS Early Warning system for students' graduation status.	JAN 2022	Rod Merrell, Chad Davidson, Paul Iacobazzi, Kim Herd, Kim Kravgna, Kami Johnson, Alisha Snell, and Neccia Engebretsen	• Students of concern identified and monitored • Share EWS data with students, staff, and families • Create graduation plan for all students in Class of 2022
A3) Implement EHS MTSS model for student interventions.	MAY 2022	Rod Merrell, Kim Kravgna, Kami Johnson, Alisha Snell, Neccia Engebretsen, EHS Leadership Team	• Identify Tiers of EHS MTSS System • Identify Tier 1 core instruction and interventions. • Identify Tier 2 small group academic and social-emotional interventions • Identify Tier 3 individual academic and social-emotional interventions

Notes:
- *2020 Graduation Data -* **2020 EHS Graduation by Demographics**