OSPI School Improvement Plan for 2021-2022
(and End-of-Year Improvement Plan Review for School Year 2020-21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the OSPI Consolidated School Improvement Plan Template)

For guidance on completing Sections I, II, & III below, please refer to the
SY 2021-2022 School Improvement Plan Template Implementation Guide.

Section I. End-of-Year School Improvement Plan Review for School year 2020-21

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.*

School District Name:	Building Name:	Date of Submission to OSSI SharePoint (if applicable):
Edmonds School District	Scriber Lake HS	Click or tap here to enter text.

SY 2020-2021 High-Priority Goal #1: Increase the on-time graduation rate of SLHS students from 39% to 44% with an annual increase of 5% beginning in the 20-21 school year.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) **Intensive progress monitoring of eligible graduates**	Every quarter, the counselors sent out the tracking sheet for seniors in their alpha. It shows credits earned, credits needed, and delineated for which seniors graduation was possible. Everyone on staff was crystal clear which of their courses potential graduates were in and needed to pass to graduate.	As seniors are finishing up the year, everyone is clear on what needs to be completed for them to be eligible to graduate. Due to the diligence of our counselors, Family teachers, and staff, and to the Emergency Waivers, we think our on-time graduation rate will be about 48%.

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2) **Every senior has a contract with a viable pathway to graduation. (1-2 1:1 meetings w/counselors re: grad planning/year)**	In this COVID year, we measured how many meetings/completed contracts we had. Some had to be done via zoom, via phone, and/or via email. We use this strategy because we, and our students, are guaranteed a very clear picture of what they need to do to be able to cross the line in the spring.	We have moved from having 25 eligible graduates at the beginning of the year to having 35 now. This is due to waiver eligibility, but wouldn't be possible without the connections and due diligence of our counseling team. We think we will exceed our on-time graduation goal.

SY 2020-2021 High-Priority Goal #2: Ensure social-emotional learning and health of our students, increasing in 3 identified areas: up 5% in all areas, which would be from 36% to 41% in Emotional Regulation, from 42% to 47% in Learning Strategies, and from 39% to 44% in Self-Efficacy in the 20-21 school year.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) **Use data from Panorama survey to identify areas of focus and monitor progress in the identified areas.**	We used the same Panorama SEL survey we have used the last 4 years. It gives us a longitudinal view of what we need to	Our mid-year SEL survey showed slight improvements in some areas, but also underscored the importance of the focus on our 3 main areas, as they persist as the ones our students show the highest deficiencies in emotional regulation, learning strategies, and self-efficacy. Our end-of-year data showed the same deficiencies. We are pleased that we haven't regressed too much from last year's scores, given the pandemic.
2) **Enrich the staffing (add hours) of the Student Support Advocate and the Prevention/Intervention Specialist to monitor health, engagement, and outreach to students/families**	As this enormously challenging year progressed, we realized quickly that the role of SSA and P/I were going to be more important than ever. These positions were really the string that kept kids and families tied to our school. The measures we put in place were to track the number of contacts they made weekly (in-person, electronic, phone) and then noted how that translated into school attendance once we were back-in person.	Our SSA and P/I made over 50 calls, contacts, home visits, etc., per week. If you count only our MKV students, to whom we were also able to offer a Learning Hub in the months of Jan-Mar, we had 25 students eligible to come to the hub, and 22 came for an 88% participation rate. When we switched from the hub model to hybrid or fully remote, 67% of our MKV students started participating in-person. Of those students, currently 79% of those students are passing 3 or more of their 5 classes.

SY 2020-2021 High-Priority Goal #3: *Design and implement student-focused strategies to address skill deficits and increase rate of credit retrieval. Students' reading and math grade equivalent levels will increase by 5% overall, beginning in the 20-21 school year.*		
Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) **Offer credit retrieval opportunities through our CBL program.**	There are several measures for credit retrieval and this year, due to backfill of credits, there are many other ways due to C19 that credits will be applied to students' transcripts. One way to measure the rate of credit retrieval is to look solely at the students enrolled in our CBL program.	Of the students enrolled in the CBL program, there have been credits issued in 0.25- or 0.50-credit increments 38 times thus far this year (we still have some school and Summer SL:AM to go). That means that these students retrieved that credit in addition to any other ways they might also qualify for credit retrieval (retaking classes, backfill, etc.)
2) **Offer Summer SLAM the week after school gets out for an additional credit retrieval opportunity, or a chance to finish up work not quite completed during the school year.**	We can measure this by the number of students who enroll, and the number of students who earn credit at the end of the week.	We have 29 students enrolled of a potential 118 eligible, or 25%. We will not have completion data until 7/2/21, when the SLAM wraps up. 25% of students opting into optional summer study is positive!

Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?
   It was very evident very early that the professional development we had planned to do was going to be a much lower priority than actually getting out into the community to interact with our students, who even pre-pandemic were the farthest from educational justice. We have realigned our spending priorities to augment the hours of our frontline staff (prevention/intervention specialist and student support advocate) to make those connections.

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?
   Click or tap here to enter text.

3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that(/those) goal(s) or what prevented you from achieving it(/them).
    We believe we will meet or come close to the on-time graduation rate. Much of that is due to the diligence of our frontline staff, and a whole lot of it will be due to emergency waivers which permit students to graduate with fewer than 24 credits. For our SEL goals, we are satisfied that we didn't regress in these areas. Due to the mental health crises exacerbated by 15 months of isolation and societal trauma, we might have expected the rates to plummet in our SEL data.

4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?
    As evidenced via the data shared, the number of our MKV students who we were able to hold onto and get engaged, and keep engaged, with school is impressive, and can be generalized to our entire student population.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?
    Much of our planned PD time was taken over by district (not surprisingly) to help teachers develop their skills and abilities to be able to deliver instruction remotely. Many of the TierI strategies we have when we are offering in-person services we were unable to replicate, and/or we could approximate them on Zoom, but not fulfill them to the extent we do when we have students. The universal screener of student reading and math skills via iReady is one of those examples. We gave a good-faith effort to make it happen for our students, and even had the complementary PD arranged to implement the assessments and analyze results, but so few of our students completed the assessment from home. Next year when we do this in-person, our completion rate will be much higher.

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?
    We will be much more able to implement our strategies when we're fully in-person next year; that will make a huge difference. We will have to spend some time recalibrating ourselves with our staff agreements and acclimating ourselves to being fully in-person again.

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?
    Next year we will be able to measure our internalizer/externalizer data, and be ablet to much more effectively implement the iReady assessment system. We are also hoping to offer supplemental support services to students via para support time and the iReady skill-building exercises built into our subscription.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.
Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: *Increase the on-time graduation rate of SLHS students from 48% to 53% with an annual increase of 5% beginning in the 21-22 school year.*

Activities	Timeframe	Lead	Resources	Measures

What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.	What is the projected length of time of the activity?	Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?	What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?
1) **Continue intensive progress monitoring of eligible graduates, and include families/guardians**	Yearlong, with conferences 2x/year and electronic check-ins	Counselors create the grad plans and do HSBP monitoring; Family teachers meet w/guardians and 1) interpret grad plans for seniors, and 2) work on Roads to Success for non-grads	Release time during school days/school year; PD time during staff meetings to make arrangements; printing costs for Roads to Success; also time for cert and classified staff to work with students to help them earn credit outside the school day	Monitoring credits earned, completed grad plans and meeting, and completed Road to Success meetings for non-grads. For long-term data, we will continue to measure our on-time graduation rate.
2) **Staff engage in check-in model with all students**	Daily in Family class, yearlong	Classroom teachers and staff will implement the check-ins; TILT team will be responsible for measuring and adjusting along with admin	PD time (back-to-school retreat) to reconnect with tenets of check-in model; ongoing staff meeting time for calibration and monitoring; para will help scheduling the meetings	Long-term data measures will continue to be on-time graduation rate; short-term will be meetings scheduled and meetings completed; also completed grad plans/HSBP plans

**Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) Roads to Success - $300; Staff Release Time - $1,000; back-to-school retreat - $11,500 if not funded w/competitive grant. $1,300 TOTAL

2)TILT Team Meetings/PD Planning/Training for para (for Goal Area 1)- $1,500

TOTAL FOR GOAL 1: $2,800 (if competitive grant for summer is funded)

SY 2021-22 SMARTIE Goal #2: *Ensure social-emotional learning and well-being of our students, increasing by 5% in 3 demonstrated areas of highest need: from 34% to 39% in Emotional Regulation, from 42% to 47% in Learning Strategies, and from 35% to 40% in Self-Efficacy in the 20-21 school year.*

Activities	Timeframe	Lead	Resources	Measures
	What is the projected length of time of the activity?		*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for*	*What short- and long-term data will you collect to measure the impact of student*

What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.		Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?	example, professional development, extended time, curriculum, materials, etc.)?	learning and outcomes for the specific students named in your SMARTIE Goal?
1) **Use data tools to identify school-wide areas of focus, determine strategies to implement, and monitor progress.**	Panorama SEL survey administration and analysis in winter and spring; SIBS/SEBS data collection and analysis – late October; TILT/Equity meetings every 2-4 weeks	Panorama – admin; share w/TILT and Equity teams; TILT/Equity will process data and make PD decisions, shared with IC	PD registration fees for School-Connect Summer Institute ($1,000); release time during staff meeting/building time to discuss data and make real-time decisions; materials associated with school-wide agreements and SEL goals ($500)	Increases between administrations of Panorama SEL survey in goal areas; reduction of most frequent internalizing and externalizing behaviors from Sem1 to Sem2; fidelity checks on Tier1 strategies for PGD, wise feedback, pre-correction
2) **Continue implementation of SEL/healing-centered practices, and PD, including augmenting hours of SSA and P/I.**	Yearlong during PD time, BTS retreat, staff meetings, TILT/Equity meetings; SSA and PI time to start at beginning of year and run throughout	PD – admin and TILT/Equity team; admin and PI/SSA plus support from office staff for conversion	PD time for TILT/Equity ($4,500); year-end retreat time ($10,000); PA/SSI hours ($15,000)	All listed measures in above cell, plus monitoring of school attendance and academic success for students served by PI/SSA

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity*): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:

1) **PD Registration - $1,000; supplies for school-wide agreements - $500**

2) **TILT Team Meetings/PD Planning (for Goal Area 2)- $3,500; year-end retreat - $10,000; PA/SSI hours - $15,000**

   TOTAL FOR GOAL 2: $30,000

SY 2021-22 SMARTIE Goal #3: *Design and implement student-focused strategies to address skill deficits and increase rate of credit retrieval. Students' reading and math grade equivalencies will increase by 5% overall on the iReady assessments, beginning in the 21-22 school year.*

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.	*What is the projected length of time of the activity?*	*Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*

1) **Use iReady system for universal screeners and to identify students who need support**	Benchmarking windows in fall, winter, and spring; ongoing, yearlong support for students both in classes and with para support either push-in or pull-out	Admin; Parall dedicated to iReady data and intervention system; whole staff to analyze data and make instructional decisions	PD time during staff meetings/building time; iReady trainers available through district-funded contract	Student gains in skills from benchmark to benchmark
2) **Continue providing access to credit-retrieval opportunities through our Competency Based Learning program**	CBL development and updating – yearlong; students enrolled in CBL contracts - yearlong	Parall dedicated to CBL program; dept chairs to guide curriculum/work and grade; admin oversees	Staff release for grading/CBL development beyond their stipends; materials for CBLs; Summer SLAM staffing (cert and classified)	State assessment data and credits earned data; CBL completion rate

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) **Extra time for para to learn iReady system - $350**

2) **Grading/CBL development release - $500; CBL supplies - $200; Summer SLAM staffing - $1,150**

   TOTAL FOR GOAL 3: $2,200