



Continuous Achievement Process & Plan

2025 Quarter 1

With graduation rates consistent in the mid- and upper-90's over the past decade, the 2024-2025 Silas High School focus is on maintaining those percentages while increasing classroom rigor and post-high school readiness, honing post-high school plans.

Our Vision

Creating competent, contributing citizens

Our Mission

Our vision statement has been consistent for years, though we have not had a specifically articulated mission. SCDM and ASB are developing a mission statement.

Ninth Grade on Track Goal

Ensure 80% of ninth grade students are passing all their courses.

By the Spring of 2024, we will increase the number of 9th graders on track from 70% to 80%. We will achieve this by monitoring grades at each progress check and responding through targeted interventions.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Team will ensure all teachers are prepared to offer re-take and re-learning opportunities per the TPS grading policy. Ensure students have access to StudentVUE and guardians have access to ParentVUE. If there is a language barrier, help parents set up their ParentVUE in their language. Our team plans to invite guardians to after school sessions on how to use ParentVUE.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage with the student around their interest to build a plan for graduation whenever a student comes through the office. Reach out to parents to encourage students staying after school with teachers for targeted support. Engage with the student around their interest to build a plan for graduation whenever a student comes through the office. Coordinate hot list conversations among staff. Support / initiate staffings with parents, counselors, and teacher teams to develop specific goals for students

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Meet with students on low marks list individually about their plans to raise grades. Monitor low weekly grades report. Follow BECCA, discipline law, and guidelines for removing other barriers for students to encourage opportunities for academic engagement and achievement. Coordinate after school tutoring and assign students with 3 weeks left in the semester. Communicate with students and families the significance of credits. Meet with guardians, students, counselor and other stakeholders to explore other options such as Oakland, Clover Park, Willie Stewart as a possibility. This can also include a tour of the building. This plan can be for a time period and not permanent.?

Behavior Goal

Ensure 90% of students have behaviors NOT resulting in suspension or expulsion.

Decrease number of students using marijuana and tobacco products and engaging in social conflict with peers. Increase pro-social skills and sense of belonging through partnering with parents, developing positive adult relationships at school and involvement in extracurricular activities to combat the use of marijuana and vapes on campus.



Root Cause Analysis

Students are struggling with positive social relationships and positive self-image. Some mental health concerns as well.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

We have a significant problem with students chronically using marijuana or tobacco products in bathrooms either by themselves or in groups. Limiting bathroom access has been problematic, and having enough staff to adequately supervise all transitions is also challenging.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We are contacting families of students who we have concerns about frequently. These students tend to be in and out of bathrooms frequently at certain times with or just before or after groups of the same students. We have worked with families for support to create more positive replacement behaviors to address the root causes for students making these choices. We have also asked for cooperation from families in identifying individuals who are supplying other students with vape and marijuana products on campus.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Double down on efforts to catch students who we believe are at the center of the problems. Work with families to ideally change behaviors and/or find more appropriate placements to ensure safety of our students at Silas.

Extracurricular Goal

Ensure 30% of students are enrolled in one or more extracurricular activities.

Ensure 30% percentage of freshmen, sophomores, juniors, and seniors enrolled in one or more extracurricular activities for each season.



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Streamline tracking systems for extracurriculars.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Develop a comprehensive list of opportunities and market these to students - club fair, athletics interest meetings, volunteer booths at lunch, etc.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Measure participation quantitatively and qualitatively to improve.

Failing Courses Goal

Ensure only 18% or fewer freshman, sophomores, juniors, and seniors are failing one or more courses.

Ensure 18% or less of 9th, 10th, 11th and 12th graders have one or more failing courses. By the Spring of 2024, Silas will decrease the number of students failing a class to 18%. The team will track grades and provide targeted interventions to students needing support.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Team will ensure all teachers are prepared to offer re-take and re-learning opportunities per the TPS grading policy. Ensure students have access to StudentVUE and guardians have access to ParentVUE. If there is a language barrier, help parents set up their ParentVUE in their language. Our team plans to invite guardians to after school sessions on how to use ParentVUE.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage with the student around their interest to build a plan for graduation whenever a student comes through the office. Coordinate hot list conversations among staff. Support / initiate staffings with parents, counselors, and teacher teams to develop specific goals for students.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Monitor low weekly grades report. Follow BECCA, discipline law, and guidelines for removing other barriers for students to encourage opportunities for academic engagement and achievement. Coordinate after school tutoring and assign students with 3 weeks left in the semester. Communicate with students and families the significance of credits. Meet with guardians, students, counselor and other stakeholders to explore other options such as Oakland, Clover Park, Willie Stewart as a possibility. This can also include a tour of the building. This plan can be for a time period and not permanent.?

Graduation Goal

Ensure 97% of students are on track to graduate.

97 percent of seniors will graduate.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Counselors contact seniors with graduation status updates.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Enroll seniors in credit retrieval

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Encourage seniors to take state assessments for policy 2000 credit

IRC Goal

Ensure 86% of students earn one or more industry-recognized certificates.

10% more students will attain one IRC in class by spring 24.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Allowing class work to obtain the IRC in time.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Guest Speakers tied directly to the class work. Curriculum is tied directly to the IRC. Field Trips

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

A requirement for the State to obtain an IRC.

ML Progress Goal

Ensure 50% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.

50 % of the ML Learners will improve their literacy and reading scores by 1 level from "Developing" to "Expanding" between the first Fall classroom summative assessment and the last Spring classroom summative assessment. Dates will be added.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will focus on Teacher Clarity, Reciprocal Teaching, Movement, Feedback, and Classroom Discussion.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Summarization 1:1 with students who have shown little progress to determine understanding and encourage improvement.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Family and counselor intervention with L1 support and interpreters to scaffold a plan for improvement.

VANI Goal

Ensure 100% of students have a verified acceptance letter from their next institution.

All seniors will complete a VANI

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

MAke a "where I was accepted poster" near career center

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Auto acceptance emails and partnership with TPS and colleges

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

College Visits

Grade C or Higher Art Goal

Ensure 100% of students earn a C or better in this subject.

Art 1: All students will be given an opportunity to learn and practice each skill set through assignments and projects (all scored as formative, scored by meeting the assignment goals rather than the artistic outcome). During this time there will be opportunities for one-on-one input and help. At the end of a unit of study, students may choose ANY piece of art made in the unit as their best work to be summative scored using a rubric. This benefits students because they are not locked into one piece of art. Ceramics: I will work to differentiate more intentionally with 4 levels of students in each art class in the first three class periods (1, 2, and 3). (period 4 and 5 are all first year ceramic students). Last semester, students who failed ceramics semester 2 were skilled artists and creators with challenged attendance. With a special emphasis on summative assessments, 100% of students will earn a C or better (approaching standard per each major project, reflection, and presentation) for visual art survey and ceramics classes.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Parent newsletters / email updates once or more per month: here is where we have been / what we've done. here is where we are going. arts in the community. Celebrating students' art and art making on the @silashsart Instagram.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Hotlist by grade of students who are at a C- or lower per the weekly grade report.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Hotlist by grade of students who are at an E per the weekly grade report.

Grade C or Higher CTE Goal

Ensure 90% of students earn a C or better in this subject.

Will create with entire CTE Team

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

CTE teachers will tie the standards to their assignments/assessments as they are not populated for this content area.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Refer back to fisher and fry PLC work – Discuss strategies for specific students or groups and collaborate on which have worked for others

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

REFER TO fisher and fry PLC work – Discuss strategies for specific students or groups and collaborate on which have worked for others Involve parents, counselors, admin.

Grade C or Higher ELA Goal

Ensure 80% of students earn a C or better in this subject.

Specific: Increase % of students earning a C or better in each ELA course by the end of the quarter to 90% (an increase of 16.09%). Measurable: Grades measured at end of semester Attainable: Staff will "adopt" and work with individual students to ensure achievement of goal Realistic: Staff will "adopt" and work with individual students to ensure achievement of goal Timely: Grades measured at end of semester Inclusive: Various variable-ability groupings and culturally responsive activities will be used to assess student achievement Equitable: Accommodations/Modifications will be made for all students who qualify

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Tier 1 instruction and adherence to the grading policy.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reaching out to students and families to schedule after school support to complete or revise assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Connect with the student's team - family, counselor, etc for additional support.

Grade C or Higher Health Goal

Ensure 85% of students earn a C or better in this subject.

85% of all students will pass their summative tests with a score of C or better. The teacher will implement AVID and culturally responsive strategies of role-playing, questioning tactics, thinks-pair-shares, and real-world scenarios with the WA State Health Standards to increase academic success.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

List specific high-impact strategies your Health team will leverage to maximize students on track to earn a C or better in each Health course. ?
How will your Health team leverage the TPS' Grading Regulations to maximize students on track to earn a C or better in each Health course? ? -
Grades Reflect Evidence of Student Learning - District Grading Scales - Grade Book for 6-12 - Grading Timeliness and Communication - Retakes, Revisions, and Item Corrections - Teacher Feedback and Late Work - Impact of a Grade - Impact of Attendance on Grades Example: Retakes, Revisions, and Item Corrections: We will identify any summative grades that are having a negative impact on student's overall grades, then require them to take a retake the following week in class.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

On Wellness Wednesdays- students will receive additional support from the teacher, reteach the lesson in small groups, be provided with additional notes, and be allowed to work in groups to support other subject areas.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

On Wellness Wednesdays- students will receive additional Tier 2 supports with 1 on 1 interventions from the teacher for those who have failing grades in 2 or more subject areas.

Grade C or Higher Math Goal

Ensure 70% of students earn a C or better in this subject.

Ensure 70% of students will earn a C or better in each Math course by the end of the semester.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Retakes, Revisions, and Item Corrections: Identify summative grades with a negative impact on students' overall grades and offer them opportunities for retakes, revisions, or item corrections. Ensure these opportunities are clearly communicated and regularly scheduled. Grades Reflect Evidence of Student Learning: Emphasize that grades should be based on students' mastery of math content. Implement standards-based grading or competency-based grading to reflect their true understanding. Teacher Feedback and Late Work: Provide timely and constructive feedback on assessments and assignments. Encourage students to submit late work within ten school days, so they have a chance to improve their grades. District Grading Scales: Consistently apply the district's grading scales to maintain fairness and equity in grading practices. Grade Book for 9-12: Use the Synergy grade book as a tool for transparency. Regularly update it with students' grades, allowing both students and parents to monitor progress. Grading Timeliness and Communication: Ensure that grades are recorded promptly and communicated to students and their families. Regularly scheduled grade check-ins or progress reports can help students stay informed about their performance. Impact of a Grade: Educate students about the importance of each grade, showing them how it contributes to their overall GPA and future opportunities. Impact of Attendance on Grades: Address the impact of attendance on student performance.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Create personalized learning plans for each D-grade student, identifying and addressing their specific challenges. Offer small-group instruction, extra practice resources, and timely feedback to focus on areas of improvement for students with a D in math.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Implement intensive one-on-one tutoring to address specific learning gaps in students with an E in math. Collaborate with parents to develop structured remediation plans and provide targeted support to failing students.

Grade C or Higher Music Goal

Ensure 97% of students earn a C or better in this subject.

Students will improve their musical performance skills by progression through music intended for performance, as well as targeted performance skills such as scale proficiency, rhythm reading, instrumental/vocal technique, and sight reading.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Continue class activities that keep all students engaged and demonstrating performance skills on a daily basis.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Allow students to retake assessments needed to reach their performance standard.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Communication with students and parents about attendance problems.

Grade C or Higher PE Goal

Ensure 98% of students earn a C or better in this subject.

Students earning a C or lower are attributed to absences/no evidence. To increase the grades, students will be given two pathways to demonstrate evidence of physical activity missing through makeups. A technology-based make-up will continue to be provided for an asynchronous opportunity; as well as, a synchronous opportunity provided during a designated day at the end of each unit (bi-monthly).

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Two pathways provided: Asynchronous Technology makeups provide students an opportunity for correcting their absence by providing evidence of physical activity using an app on their personal devices outside of the school day. Synchronous makeups on Activity Choice Days will provide students with lower grades the choice to make-up their absences by participating in a fitness activity during class to demonstrate evidence of meeting standards. ALL students have the choice to choose one or BOTH of the pathways to increase their grade.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students with a D grade or lower can choose to utilize both asynchronous and synchronous make-up opportunities to raise their grade at a faster rate.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students with a D grade or lower can choose to utilize both asynchronous and synchronous make-up opportunities to raise their grade at a faster rate. Students with chronic absences will be dealt with by including admin and parent support to determine if enough evidence of meeting standards is present for a passing grade.

Grade C or Higher Science Goal

Ensure 87% of students earn a C or better in this subject.

A C- or better will be achieved through the cumulative scores of summatives Utilizing assessment and retakes, we will work with students to get all students to an approaching level or higher on each exam

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Collaborate to design quality tier 1 instruction around priority standards in science with multiple opportunities for students to demonstrate proficiency.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Offer retakes and revisions to students not meeting standard.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Coordinate with students, families, and other staff to design additional supports or provide alternate learning opportunities for students struggling to meet standard.

Grade C or Higher Social Studies Goal

Ensure 90% of students earn a C or better in this subject.

Our students will be able to meet standard (BAME) on close reading skills in Social Studies classes during the 2023-2024 school year. By Midterms of spring semester, 90% of our students will be able to read and summarize a source in their own words not using quotations. Students will be given access to assistance materials such as dictionaries, immersive reader, and choice of texts (sometimes) on a variety of topics. This is a skill that is critical in 10-12th grade Social Studies classes and is a skill that will support students in earning a C or better.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-Explicitly teach vocabulary and vocab identifying and defining skills. A milestone will be when students can be given a passage with difficult vocab and they identify and define it independently.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

-Offering choice in readings and support tools such as definition tools, translations, and immersive reader. Consistent communication with student, family, and other support systems Offering alternative ways to make up summative assignments Verbal retakes Modified standard activity Basic translation for ELL students Correction activities

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Consistent communication with student, family, and other support systems Offering alternative ways to make up summative assignments Verbal retakes Modified standard activity Basic translation for ELL students Correction activities

Grade C or Higher World Languages Goal

Ensure 80% of students earn a C or better in this subject.

Students, who consistently attend, will level up at least one level going from Novice Low, using simple words, to Novice Mid, using list and phrases with 80% reaching Novice High, understanding, and writing at least three full sentences, between December and April.

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Provide students with more summative opportunities that will include participation grades, projects, presentations. This will allow students the ability to meet standards in other ways besides strictly tests. Create lessons which provide a variety of activities that promote student interest and engagement throughout class time.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the strategies listed above, we conference with parent, student, and counselors to discuss specific student strategies to help students to make the commitment to improve their grade. Plus strongly encourage after school tutoring.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the strategies listed above, we conference with parent, student, and counselors to discuss specific student strategies to help students to make the commitment to improve their grade. Plus strongly encourage after school tutoring.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 85% positive rating on the selected Climate Survey item.

Increase the percentage of staff answering positively to this statement from 69 to 85%. We will measure with a follow up survey after providing time in PD to identify, analyze solutions, and implement strategies to resolve key conflicts.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

PDLT and SCDM identify areas of conflict for the staff in Spring 2023 - team determined they wanted to discuss supervision, hall passes, cell phones, and tardy policies. We designed some common agreements and strategies staff said they would try as well as communication plans for students, staff, and community and admin support. We are checking in on the status of the policy changes at our BPDs.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 50% positive rating on the selected Climate Survey item.

Students will engage and enjoy being in class at Silas High School. We will utilize the district student climate survey, especially the question on Students are engaged and enjoy class. The end of year for 2025 will be at least 50% which is an increase from 20.5%, which is an increase of 29.5%.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

* Have teachers utilize brain breaks in class * Share AVID strategies that are shared during the mini-late start building PD * Teachers will build relationships with students * Have teachers explore the Whole Child toolkit