

OSPI School Improvement Plan 2023–2024

Building data

Please provide your school district and building name below.

School District: Edmonds School District
Building Name: Scriber Lake High School
School Code: 3854
Date: September 2023

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSPI SY 2023–2024 School Improvement Plan Implementation Guide for more details and 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. Add more tables or lines as needed.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Here is the link which details Scriber Lake’s Comprehensive Needs Assessment – [SLHS CNA](#). Our top priorities to address are our on-time graduation rate, student sense of belonging, student self efficacy, and algebraic skills as critical areas to focus. Our student groups of focus to close opportunity gaps in the areas are our Students of Color and Students with Disabilities.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2023–2024 SMARTIE Goal #1: Scriber Lake High School (SLHS) will increase the **on-time graduation rate** of our students from 63% to 68% as measured by credits earned and requirements met during the 23 - 24 school year (with quarterly review with each individual student's progress and administration/counseling). This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Students of Color).

Our subgroup of focus for this goal is our IEP students who we aim to close the opportunity gap by 5% (from 10%)

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Intensive progress monitoring with eligible graduates in collaboration and coordination with families and guardians.	*Passing grades and credit accrual at each session (1 / 8 mark of the school year). Data will be tracked on our "Status" progress sheet for all students. *Completed Road to Success plans and conferences (SLCs) with families. *On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans).	Yearlong: *Data for plans and summary sheets gathered every session (8x in the school year). *Road to Success reviewed and revised at every SLC (4x a year).	*Counselors and Admin: Data for Status, grad plans, and progress sheets. *Family Teachers: Coordinate student and Family conferences (SLCs) and review plans and Road to Success with assigned Family students.	*Printing Road to Success Maps. *Release time for SLC conferences. *Staff PD dedicated to progress monitoring and support/response collaboration.
Credit Recovery Program – Contract Based Learning (CBL) that allows for recovery outside of scheduled classes.	*Credits recovered through CBL (measured each session). *Graduation "Status" progress sheet. *On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans).	Yearlong: *Data on recovery CBL credits earned will be captured at each session (8x a year).	- Counselors and CBL para: Assigning CBLs. - Classroom Teachers: Creating and Grading CBLs. - CBL staff and admin: CBL Completion Data.	*Dedicated CBL (para II) staff assigned to CBL room. *Time for Teachers to create and grade CBLs.
Intensive Attendance Monitoring and Intervention Support in collaboration with families and guardians.	*School Attendance Reports (generated daily). *School Attendance Rates (reviewed quarterly).	Yearlong: *Attendance Team will monitor daily attendance and will convene bi-weekly to review and plan interventions and supports for individual students.	*Attendance Team (Assistant Principal, Attendance OP, and Family Resource Advocate): Will lead the Attendance team to review data and plan interventions and supports in response. *Family Teachers: Review their students attendance. Communicate with guardians	*Time for attendance team to meet and collaborate with staff. *Time for Family Teachers to monitor and communicate with Families and Students.

	*On-time graduation rate, 12th grade grad plans (school summary sheet and individual plans).	*Family teachers will monitor Family students daily	and families attendance concerns in coordination with the attendance team.	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1.	Roads to Success/Creating a Culture of Success Printing - 0			
2.	Staff Time for creating and grading CBLs - 1,000			
3.	2 hours (daily) for OP to run and support Attendance Team work- 22,520			

SY 2023–2024 SMARTIE Goal #2: Scriber Lake will provide a positive environment for all students through an intentionally designed SEL program that is focused on increasing our students’ sense of belonging (40% to 50% favorable response) and self awareness skills (60% to 70%) during the 23 - 24 school year. This growth will be measured through our Panorama survey system (with quarterly review of the data by all staff). This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Learners of Color). Our subgroup of focus for this goal is our Students of Color students who we will close the opportunity gap by (39% to 50%) and (46% - 70%) respectively.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
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What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?	What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?
Weekly designed SEL curriculum delivered to all students (with a specific focus on CASL 5 Self Awareness).	Panorama Survey Data: Collected Quarterly on all students. Staff referrals and student discipline incidents: Collected Monthly through homeroom. Risk Trending Reports: Collected Monthly through Homeroom.	Yearlong: *Every week an SEL activity/lesson/experience will happen during 4th period for all students (Thursday designated protected SEL day). *Panorama Data: Collected Quarterly *Homeroom Data: Monthly	Building SEL Team (Admin, counseling, cert and classified staff): Will lead the design of SEL plan (in collaboration with student leaders). Family Teachers: Will deliver weekly SEL plans with Family students. Admin: Will communicate weekly SEL plan and hold staff accountable in following plan. Will find ways to provide necessary time and resources to execute plans.	*SEL curriculums to be adopted or created (TBD). *Time for SEL team to plan and create SEL lessons/activities. *PD time for teachers to learn SEL lessons/activities.
Weekly community building events designed for all students to participate and engage in.	Panorama Survey Data: Collected Quarterly on all students. Staff referrals and student discipline incidents: Collected Monthly through homeroom. Risk Trending Reports: Collected Monthly through Homeroom.	Yearlong: *Every week a community building activity/experience will happen during 4th period for all students (Friday designated protected day). *Panorama Data: Collected Quarterly *Homeroom Data: Monthly	Building SEL Team (Admin, counseling, cert and classified staff): Will lead the design of community building plan (in collaboration with student leaders). Family Teachers: Will participate and support Friday's plan. Admin: Will communicate Friday plan and hold staff accountable in following plan. Will find ways to provide necessary time and resources to execute plans.	*Materials for activities (food, games, etc.) *Time for students and staff leaders to plan events. *Assistant principal .1 to support activities and SEL work.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. SEL Resources (TBD) - 234

2. PD and Release time for staff - 918

3. .1 Assistant Principal - 22.912 (SEL/Attendance)

SY 2023–2024 SMARTIE Goal #3: Scriber Lake will provide a supportive and responsive learning environment for all students with a specific focus on Math Skill development centered on **students' Algebra and Algebraic thinking skills** (14% to 30% on grade level) during the 23 - 24 school year. This growth will be measured through our iReady diagnostic assessment system (with quarterly review of the data by all staff). This goal is focused on inclusivity and Equity for all learners in the SLHS environment (Special Education, Multi-Language, and Learners of Color).

Our subgroup of focus for this goal is our IEP students who we will close the opportunity gap by (10% to 30%).

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Weekly designed Math skill builder lessons/games delivered to all students (with a specific focus on Algebraic thinking).	i ready Assessment Data: Collected Quarterly on all students. Student passage rates in Math courses (collected quarterly). Student credit accrual in Math (collected quarterly through Status system) SBA Math Scores (collected annual through State assessment).	Yearlong: *Every week a planned Math activity will occur for all students (delivered by all classroom staff) to build foundation math skills. 4th period or class to be delivered is TBD through building leadership teams. *iReady Data: Collected Quarterly *Credit Accrual and course passage: Quarterly. *SBA results: Collected annual in Spring.	Math Department: Will lead the design of school wide lessons/activities and PD for staff to deliver lessons. Teachers: Learn, model and deliver planned Math activity. Admin: Will communicate plan and hold staff accountable in following plan. Will find ways to provide necessary time and resources to execute plans.	*Materials/Resources for Math Activities *Master schedule to provide 4th period release time for Math teacher. *Time for classroom staff to learn and understand lessons/activities.

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Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Math materials and resources for activities - 234				
2. PD and planning time for staff - 500				
3. 4th period daily release for Math Teacher - (built in Master schedule)				