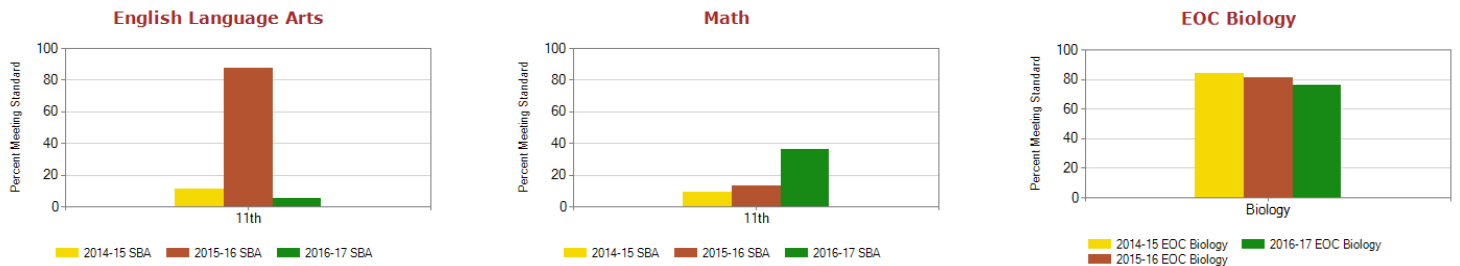


2017-2018

Capital High School Improvement Plan

Enrollment	1,372
Free/Reduced Lunch	27.9%
Special Services	12.1%
English Language Learners	1.4%
Graduation Rate (Adjusted 4-Year Cohort)	91.0%
Graduation Rate (Adjusted 5-Year Cohort)	91.5%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

- All CHS staff will submit relevant information to the school Webmaster, as needed, to be put on our school website.
- CHS certificated staff will utilize digital platforms (i.e. email, Schoology, Skyward, website) to communicate with students and families.
- CHS certificated staff will learn how to correctly design and post as needed web-accessible materials to meet district timeline.
- CHS counselors will host 8th grade parent night(s) at the feeder middle schools.
- CHS Link Crew Coordinator/Link Leaders will host Freshman Orientation.
- CHS IB coordinator will host IB info. night(s) for current and potential IB candidates.
- CHS certificated staff and administrators will host an open house night each Fall.
- CHS Principal's Secretary will send out a monthly newsletter to CHS families.
- CHS Principal's Secretary and Committee Chairs will save copies of minutes to a shared Google Drive.
- CHS Department Heads and Committee Representatives will inform their departments about pertinent information in a timely manner after meetings.
- CHS staff planning to use the building after hours will complete the form to be officially put on the building use calendar.
- CHS will inquire to OSD about concerns over building communications for our diverse community (i.e. school delay/closure info. in multiple languages, how non-English speaking families can have access to important information. This could also entail families with little or no access to phone or Internet.
- CHS will explore avenues for using mobile platforms such as a school-wide app for communication with families and students (possibly for school info. and/or safety alerts).

Safety Goals:

During the 2017-18 school year, our safety committee will be working on the following goals.

- First, we will continue to refine our safety procedures to meet both evacuation and active shooter safety guidelines.
- In addition, our team will be publishing safety practices on our website for our parents, students and community

Our safety committee will continue to revise and then educate our staff and students on our Level 2 safety plans.

Achievement Goals:

ELA

Capital High School staff will use *argumentative* writing standards across the curriculum to teach, monitor and assess performance level of students. We will use common rubrics and assessments based on the expectations of each performance level on the SBA... Level 1-Below Standard, Level 2- Near Standard, Level 3- At/Above Standard, and Level 4- Well above Standard... with brief writes, as well as full writes. 80% of students, in each respective discipline, will achieve a performance level of a 3 or 4, by the end of the year, in the following standards:

We will use ELA Literacy standards in **Writing** (CCSS.W.9-12.1 A-E) -Write *arguments* to support claims in an analysis of substantive topics or texts using valid reasoning, relevant, and sufficient evidence. We will also use Writing standards in **History/Science/Technology** (CCSS.WHST. 9-12. 1A-E) -Write *arguments* focused on discipline-specific content. **Writing Standards** (CCSS.W.9-12.4) -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience and (CCSS.W. 9-12.5) -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

The English department will promote equity by opening rigorous course offerings to all students as opposed to splitting up classes into general education and honors.

ELA SPED

Students receiving specially designed instruction in reading and written language through a resource ELA class will use argumentative writing standards in addition to citing evidence in their writing based on MLA requirements. Students will write a cover letter and resume using a common rubric to structure and assess their writing. Students will use a peer edit checklist to assess written work.

ELA POVERTY

CHS staff will be attentive to the needs of students with limited access to technology at home as they incorporate online resources into curriculum.

MATH

The Capital High School Math department will increase performance level on the 11th grade math SBA by 5%....from a 35.6% to a 40%. We will focus on Claims #2 (Problem Solving) and #4 (Modeling and Data Analysis) and use common core aligned curriculum and common assessments to teach, monitor, and assess student growth. We will engage in the mathematical practices that align with instructional strategies in problem solving. The CHS math department will support students in Algebra 1, Algebra 2, Geometry, and various third-year options through intervention classes, weekly coug-time intervention, and after school tutoring. The tutors will track their students using a sign-in sheet and identify how many of these students pass each semester.

MATH SPED

We will develop common assessments to support students receiving specially designed instruction in mathematics. We will also develop benchmarks for movement between resource math classes.

MATH POVERTY

We offer our students the ability to check out scientific and graphing calculators from our library so that all students have access to the tools they need to succeed in math. We offer after school tutoring on days when students can take the brain bus to their neighborhood elementary school to get home.

SCIENCE

The Capital High School Science Department will *continue* to collaborate in developing a Scope and Sequence of science classes to meet NGSS for the 2017-2018 academic year. Curriculum development will focus on alignment of DCIs, Engineering Design and creating units around Organizing Phenomena. This will include sharing curriculum, common assessments, and integration of technology using Schoology. Each science course will develop and evaluate at least one 3-Dimensional NGSS aligned unit per year.

The above measures will proactively prepare students for the new Science State Assessment.

We will increase pass rates to a 95% in all science courses utilizing Coug Time for additional opportunities for intervention, study, and extra help. In Physical Science, identified students will be provided targeted intervention to address historically high failure rates. Alternative assessments will be offered to students who are unsuccessful using traditional assessment tools.

SCIENCE SPED

Capital High School science and special education staff will work collaboratively to scaffold aligned science curriculum to support all students, improving special education student passing rates in Physical Science and Biology.

SCIENCE POVERTY

The CHS staff will implement data-driven instruction in all science classrooms. We will develop and use reliable methods of recording interventions. In addition, we will incorporate poverty awareness as part of our daily classroom instructions and in our PLC meetings.

Professional Growth Goals:

Capital High School staff will be provided a variety of opportunities to grow professionally throughout this year. All professional development will begin with a review of our mission statement to determine what it means, how we are demonstrating it day to day and how to build a shared purpose with the mission statement because we believe that in order to cause positive change, we all need to agree on what we're doing and why we're doing it.

Professional development will include in-depth training on poverty, cultural competency and strategies for reaching ELL students because our changing population demands that we are educated to meet their needs.

All teachers will review the purpose for PLC's as a whole staff. Each PLC will also review their purpose and desired outcomes before beginning to set goals, identify standards, create common assessments and gather data because we believe that in order for PLC's to be effective and create positive change, they must first have a collectively agreed upon purpose.

PBIS Goals:

CHS uses school-wide expectations for common areas and for classrooms that emphasize the correct behavior to model. These expectations are taught to students at the onset of each school year and are reviewed periodically through classroom presentations. We have developed a PBIS Improvement Team comprised of approximately 5 staff members who focus on developing incentives, restorative practices, and other ways to recognize students through our PBIS system. We expect all CHS stakeholders to treat themselves and others in a respectful manner that supports a positive and safe learning environment. These common and classroom expectations are posted and referenced throughout the school year. Our school-wide behavior plan is reviewed (and revised when needed) to best ensure equity in addressing student behavior. Our PBIS team has created a monthly process to review reoccurring data to generate, facilitate and close out interventions that support student attendance, social/emotional needs and academics. We are continuing to use our district PBIS Specialist, Graduation Specialist, and Dean of Students as support resources for the students and families who exhibit at-risk factors. We use our Skyward database to monitor the progress of our students as it related to additional supports needed to improve outcome measures. The data is given to our PBIS team monthly and discussion threads are also used to create immediate support for students' academic, attendance and behavior needs.

Strengths:

Capital High School is a diverse school with dedicated staff that help students become successful in all facets of life. The staff at Capital engages in efforts to ensure the following:

- ❑ Capital HS has an effective 3 tiered RTI system to support all students. Our graduation specialist, administration, counselors & teachers work collaboratively to ensure the success of all students.
- ❑ CHS offers a rigorous International Baccalaureate (IB) program that provides challenging opportunities for all students.
- ❑ CHS has 25 athletic teams and over 40 clubs allowing students opportunities for participation and belonging.
- ❑ CHS offers outstanding CTE programs ensuring all students have opportunities to be college and or career ready following graduation.
- ❑ CHS provides world class fine arts and music programs
- ❑ CHS provides ELL programs that partner with students from all corners of the world to ensure academic and social success.
- ❑ CHS is an academic home for Life Skill students where both our general education and life skill students mutually benefit from the relationship and time given to support growth in Success Oriented Physical Education (SOPE) & Success Oriented Music Education (SOME) courses.

Opportunities For School Growth:

As a comprehensive high school we face many challenges at the state and local level because of a variety of complications.

We will continue to improve in the following areas:

- ❑ Work with our feeder schools to create meaningful transitions to CHS that make new students feel like they know the school and the programs before they get here
- ❑ Improving, creating and implementing interventions that are helpful to all content areas
- ❑ It has been difficult to implement standards-based grading with the Skyward system, which seems to be difficult to manipulate. We will continue to work within our staff to create standards based assessments and how to get them to work within the schoolology and Skyward environments

With all of these challenges we are constantly searching for ways to improve, and through these roadblocks come great ideas and new ways to help students and staff improve.

Participation requirement statement:

Our school improvement plan was updated on November 15, 2017. The Capital High School plan now addresses the following as factors contributing to not meeting the 95% participation rate requirements:

- ❑ Most 11th grade students had already met the standard for graduation and saw little value in taking this exam.
- ❑ There are parents in the Olympia community who refuse to have their children take the state exams.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- ❑ We will continue to have conversations with parents to educate them about the Smarter Balanced Assessments.
- ❑ We work with our school staff to provide information for parents about the benefits of taking the state assessments.
- ❑ We will post information about the assessments on our website.