

**SY 2022-2023 Comprehensive School Improvement Plan
Fall Report**

Yelm High School
Principal Curtis Cleveringa

11/4/2022

WSIF Support Status: NA

School Grade Span: 9-12

Enrollment: 1782

FRPL Percentage: 40%

Special Education Percentage: 20%

Multilingual Learner Percentage: 3%

School Improvement Planning Team Members:

Curtis Cleveringa (Principal), Chris CLark (Asst. Principal), Erin Wilkinson (Asst. Principal), Ali Jacobson (Asst. Principal), Kelly Sneed (ELA teacher & admin. intern), Hannah McLaughlin (ELA teacher), and Alex Hicks (math teacher).

School Improvement Planning Team Meeting Dates:

9/13, 10/4, 10/28, 12/6, 4/18, 6/13

School Data Analysis

The outcome of our root cause analysis was . . . see all of the above.

CSIP SMARTIE Goals

SMARTIE Goals are Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive, Equitable

SMARTIE Goal 1 addresses tier 1 instruction, increasing the impact of initial classroom instruction.

Goal 1: SMARTIE GOALS 1 - SBA math proficient rating will increase by 10% in the spring of 2023.

SMARTIE Goal 2 addresses culture of belonging and improving student social and emotional competence and wellness.

Goal 2: Students' sense of belonging will increase by 10% through implementation of targeted cultural building activities.

SMARTIE Goal 3 addresses a targeted student group and improving outcomes for a student group with a demonstrated need for academic or SEL support (based on disaggregated data).

Goal 3: SMARTIE Goal 3 - By June of 2023, the Yelm High School graduation rate will increase from 85% to 92%.

Root Cause Analysis

Lesson Preparation And Implementation Root Causes

Some possible root causes our team identified in the area of Lesson Preparation and Implementation were: lack of backward planning and lack of alignment.

Essential Routines And Procedures Root Causes

Some possible root causes our team identified in the area of Essential Routines and Procedures were: lack of training in curriculum and classroom management.

Engagement And Responding To Learner Needs Root Causes

Some possible root causes our team identified in the area of Engagement and Responding to Learner Needs were: lack of rigor and lack of knowledge on ELL/SPED strategies.

Additional Root Causes Has Your Team Identified

There are no additional root causes our team identified.

Areas Of Strength Have You Identified In Your School After Reviewing The Data

Some areas of strength we identified in our school after reviewing the data are: our student attendance has significantly improved this year, we made strong progress in supporting students who were not on track for on time graduation last year, and we had twice as many students take the Belonging Survey this year.

Student Populations

Key Takeaways About Student Group Performance on State and District Assessments

Some of our key takeaways on how different student groups are performing on state/local indicators of learning are: we aren't seeing a lot of discrepancies among the different groups, however, our indicators are telling us that we have learning gaps across the board in foundational and grade level proficiencies.

Description Of A Typical Student, Representative Of The Student Population

11/4/2022

Strengths Of A Typical Student At The School

Strengths our typical student possesses are: creativity, tech savvy, and a desire to be back in school this year.

Challenges Faced By A Typical Student At The School

Challenges our typical student faces are: little perseverance, intensive learning gaps, apathy toward work completion, and struggling to rebuild social skills.

Important Relationships In The Life Of A Typical Student At The School

Some important relationships our typical students have in their life include: family, reestablishing friend groups, and a desire to connect with staff/students.

Educators

District Vision And Equity Statement In School Culture And Activities

The district's vision and equity statements are reflected in our building culture and day to day activities in the following ways: Through our work with "Culture of Belonging" to start out the year, we developed a shared understanding and vision with all staff. We continue to nurture that culture with our October PD, staff meetings, and how we incorporate it in our PLC's. We are intentional about the activities/tasks/presentations that we provide for staff as it models what we would like to see in the classrooms.

Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice

PLC guidance and training

Additional Professional Learning And Support

There are no additional professional learning and supports that we identified.

Metrics To Monitor Impact Of Professional Learning On Teacher/Staff Practice

The metrics we will use to verify the professional learning identified above has the intended impact on student learning are: monitoring interim data such as Fast and the Belonging Survey, PLCs using shared summative results to calibrate lesson design/student support, and the continual tracking of credits, grades, attendance, and discipline to assess disproportionalities that exist.

Existing Professional Learning And Support

The professional learning and support that we implement, that are having the intended impact on student learning are, defaulting to our office of student learning for support... as they know what support will impact student learning.

Metrics Used To Measure The Effect Of Professional Learning And Support Listed Above

The metrics we will use to verify the professional learning identified above has the intended impact on student learning are: The metrics would be based on pointless surveys such as this.

Systems Of Support

MTSS Areas Of Strength

Teachers understand the school's MTSS system and know how to access supports.

Additional Areas Of Strength

There are no additional areas of strength for our MTSS not identified above.

MTSS Areas To Be Strengthened

The ITeam process effectively identifies targeted and intensive supports for students, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system.

Individual(s)/Team Responsible For Identifying Areas Of Strength And Improvement

All staff members

Plan For Strengthening Schools Systems Of Support To Meet Student Needs

We will strengthen our school's system of support in order to meet behavioral, social-emotional, and academic needs of students by . . . We will use our Restorative Specialist and practices to build systems around fitting students and their needs.

School And Community Interaction In Creating A Continuum Of Supports For Students

The school and community systems, such as Graduate Yelm and Dollars for Scholars, interact to assure community support of students. These programs welcome the community to participate and actively support our students here at the high school. Students spend four years here, having continuous interactions with and feel the support of our community partners.

Family And Community Engagement/Partnership Strengths And Opportunities

We identified our areas of strengths as having solid connections with our community partners. An area of growth is in connecting more effectively with individual families within our communities. We plan to grow this engagement by using our community outreach specialist to identify barriers to targeted families and connect them with resources and provide them with information.

Needs Assessment

State Data Sources

State: Smarter Balanced Assessment/Interim Assessment Blocks

District Data Sources

District: FAST- aRead, aMath (GR 2-10), District: Graduation Rate, District: Credit Attainment, District: SAEBRS (GR 2-12), District: Belonging Survey

Additional Data Sources

School & Classroom: Discipline Data

Disproportionality Data Sources

Discipline

Outcome of Root Cause Analysis

In the area of Lesson Preparation and Implementation, the team identified a lack of backward planning and lack of alignment as possible root causes to address.

In the area of Essential Routines and Procedures, the team identified a need for additional training in curriculum and classroom management as a root cause.

In the area of Engagement and Responding to Learner Needs, the team found that a lack of rigor and lack of knowledge on ELL/SPED strategies are contributing to the root cause.

SMARTIE Goal 1: Tier 1 Instruction

SMARTIE GOALS 1 - SBA math proficient rating will increase by 10% in the spring of 2023.

Metrics Used To Measure Impact Of Goal 1 Activities

District: FAST- aRead, aMath (GR 2-10)

Frequency Of Monitoring Goal 1 Activities

<<Activity monitoring for Goal 1 will occur>>

Additional Data Collection To Measure Impact Of Goal 1 Activities

We will collect additional data in the form of common assessment results to monitor the impact on student learning relating to Goal 1.

Additional Steps To Monitor Impact Of Goal 1 Activities

Additional steps we will take include interim testing (SBA) to support student outcomes that support growth in specific math concepts.

Goal 1 Budget Needs

There are no budget needs to support Goal 1.

Goal 1 Budget Sources

There are no budget sources to support Goal 1.

SMARTIE Goal 2: Culture of Belonging

Students' sense of belonging will increase by 10% through implementation of targeted cultural building activities.

Metrics Used To Measure Impact Of Goal 2 Activities

District: Belonging Survey

Frequency Of Monitoring Goal 2 Activities

Fall, Winter, Spring

Additional Data Collection To Measure Impact Of Goal 2 Activities

Additional steps we will take include implementing Tornado Talks, small groups composed of specific demographics on campus. The purpose of these discussions will be to ideas to help all students feel like they are respected and welcomed on campus.

Additional Steps To Monitor Impact Of Goal 2 Activities

Additional steps we will take include implementing Tornado Talks, small groups composed of specific demographics on campus. The purpose of these discussions will be to ideas to help all students feel like they are respected and welcomed on campus.

Goal 2 Budget Needs

There are no budget needs to support Goal 1.

Goal 2 Budget Sources

There are no budget sources to support Goal 1.

SMARTIE Goal 3: Targeted Student Support

SMARTIE Goal 3 - By June of 2023, the Yelm High School graduation rate will increase from 85% to 92%.

Metrics Used To Measure Impact Of Goal 3 Activities

Credit Attainment

Frequency Of Monitoring Goal 3 Activities

Quarterly

Additional Data Collection To Measure Impact Of Goal 3 Activities

We will collect additional data in the form of credit recovery work from Carol Mckay / CBC opportunities / GREW waivers.

Additional Steps To Monitor Impact Of Goal 3 Activities

Additional steps we will take include continuing the work we began last year with more fidelity.

Goal 3 Budget Needs

There are no budget needs to support Goal 1.

Goal 3 Budget Sources

There are no budget sources to support Goal 1.