



2020/21
Kelso
High School
(SIP)





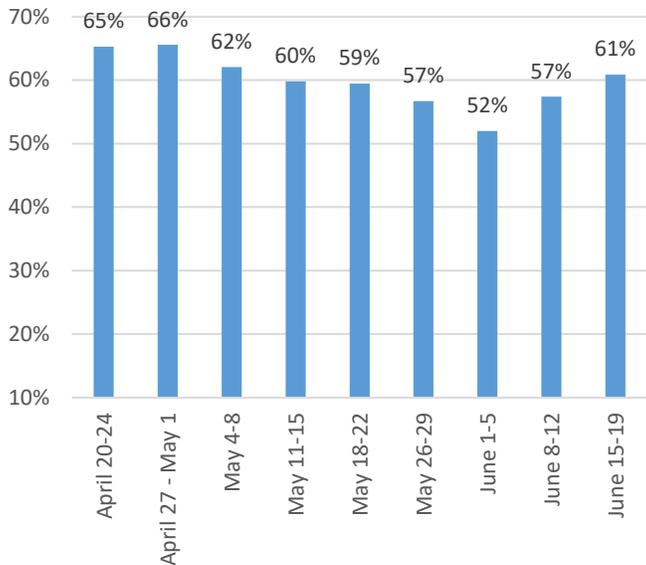
Kelso High School

SCHOOL IMPROVEMENT DATA

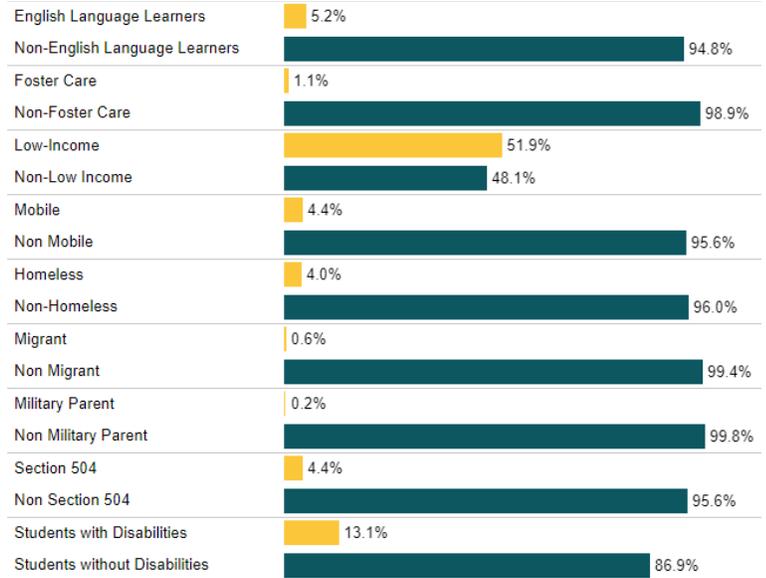
2019-2020



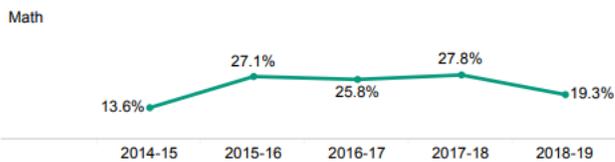
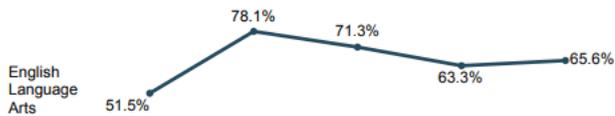
Spring Student Engagement



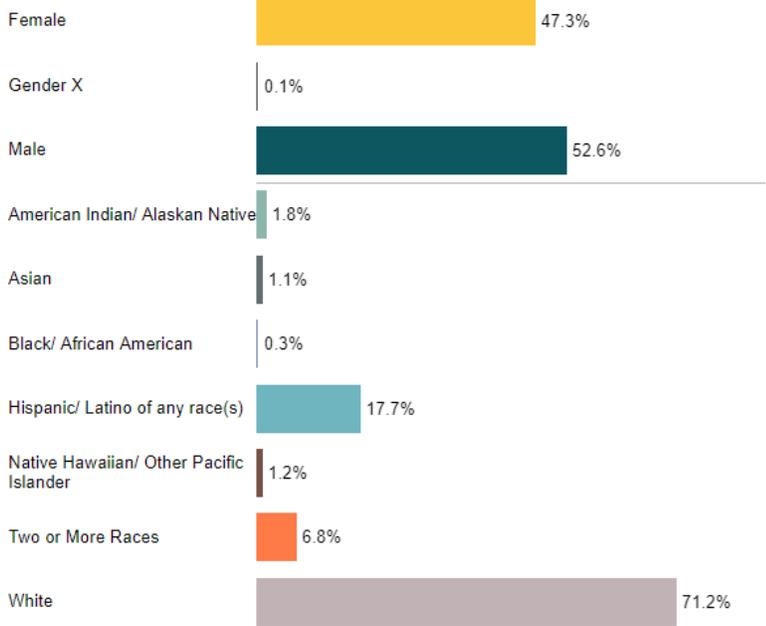
How many students were enrolled at the beginning of the school year, by student program and characteristics?



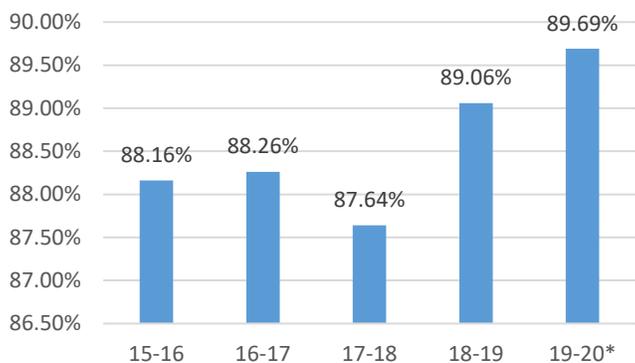
What percent of students met standards over time?



How many students were enrolled at the beginning of the school year, by student demographics?



Annual Attendance Rate



What percent of students graduated in four years, over time?





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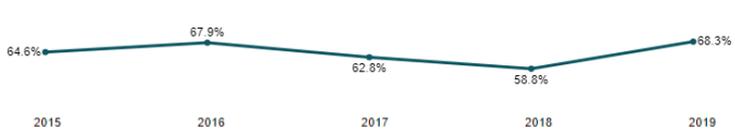
SCHOOL IMPROVEMENT DATA

2019-2020



What percent of students passed all their courses in ninth grade over time?

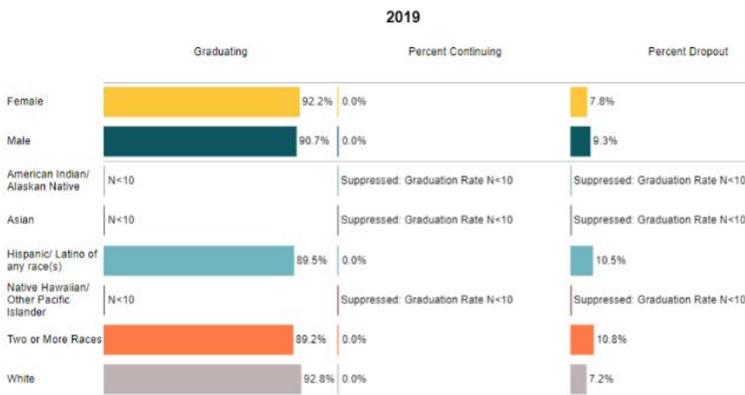
Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only.



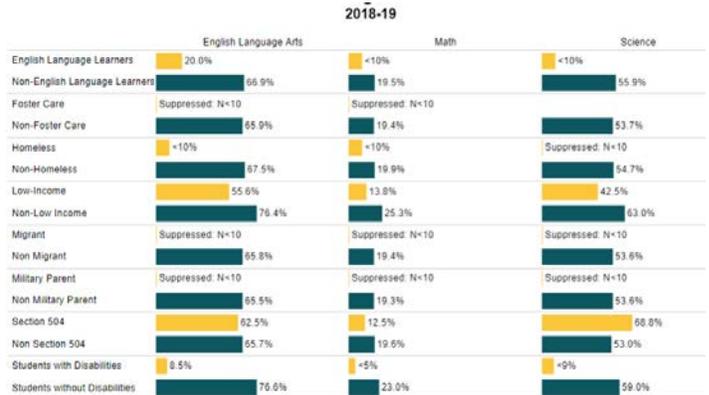
What percent of high school students completed a dual credit course, over time?



What percent of students graduated in four years, by student demographics?



What percent of students graduated in four years, by student program and characteristic?



The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('17, '18, '19). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

ESSA Washington School Improvement Framework for Kelso High School

2017 – 2019 Measures by Student Group

| | All Students | American Indian/ Alaskan Native | Asian | Black/ African American | English Language Learners | Hispanic/ Latino of any race(s) | Low-Income | Native Hawaiian/ Other Pacific Islander | Students with Disabilities | Two or More Races | White |
|---------------------------|--------------|------------------------------------|-------|----------------------------|---------------------------|------------------------------------|------------|--|----------------------------|-------------------|-------|
| ELA Proficiency Rate | 70.8% | 68.0% | | | 21.3% | 54.7% | 57.7% | | 5.4% | 75.0% | 74.2% |
| Math Proficiency Rate | 26.7% | 25.0% | | | | 8.8% | 17.9% | | | 28.6% | 30.2% |
| ELA Median SGP | | | | | | | | | | | |
| Math Median SGP | | | | | | | | | | | |
| Graduation Rate | 89.6% | 66.7% | | | 78.6% | 90.2% | 84.5% | | 73.2% | 90.5% | 90.3% |
| EL Progress Rate* | 44.3% | | | | | | | | | | |
| Regular Attendance Rate | 77.4% | 81.3% | 74.5% | | 71.4% | 73.3% | 70.9% | 61.4% | 70.4% | 76.5% | 78.6% |
| Ninth Grade On Track Rate | 63.3% | 73.9% | | | 50.8% | 55.9% | 52.0% | | 48.4% | 63.9% | 64.9% |
| Dual Credit Rate | 60.5% | 56.5% | 61.7% | | 44.8% | 55.2% | 55.2% | 44.2% | 43.4% | 61.0% | 62.1% |

*The EL Progress measure only applies to students who are English Learners

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Kelso High School



SCHOOLWIDE PLAN

Name of Principal: Christine McDaniel

Date: October 25th, 2019

Mission

Our mission is to ensure that ALL students at Kelso High School are equipped with the skills they need to reach their full potential. EVERY student will be prepared academically, emotionally, and socially for post-secondary options with the skills to become productive and respectful citizens of society.

Vision

Our students will emerge from Kelso High School as engaged citizens who are able to articulate future goals and who are prepared for all possible diverse post-secondary options.

NEEDS ASSESSMENT

The Kelso High Needs Assessment considers attendance, grade point average, test score results in core content areas, and graduation rates for all and subgroup populations.

Our student improvement plan goals and actions are all based on the following 18-19 data unless otherwise noted:

SBA

No data from Spring 2020 due to COVID-19 school closures.

Hispanic-Latino Participation rate on Math SBA: No data from Spring 2020 due to COVID-19 school closures.

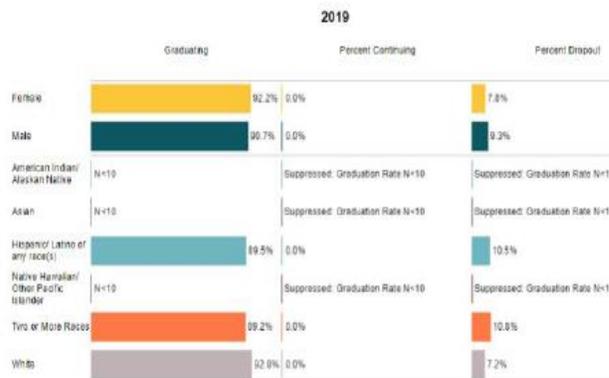
Graduation Rate Within 4 years

Decrease from 2019 graduation rate of 91.4% to 88.1% graduation rate in 2020.

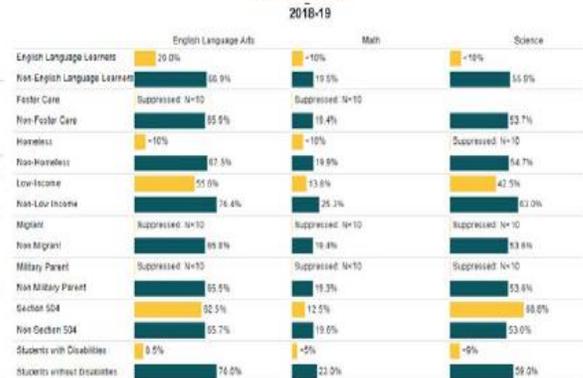
What percent of students graduated in four years, over time?



What percent of students graduated in four years, by student demographics?

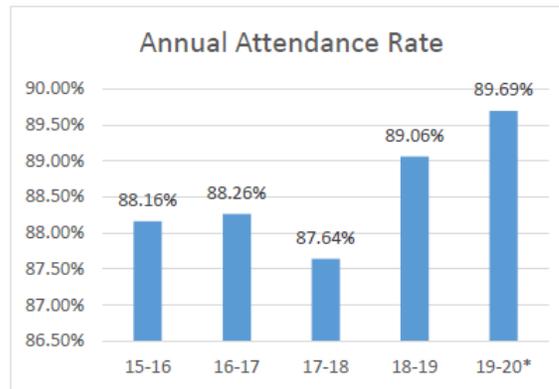
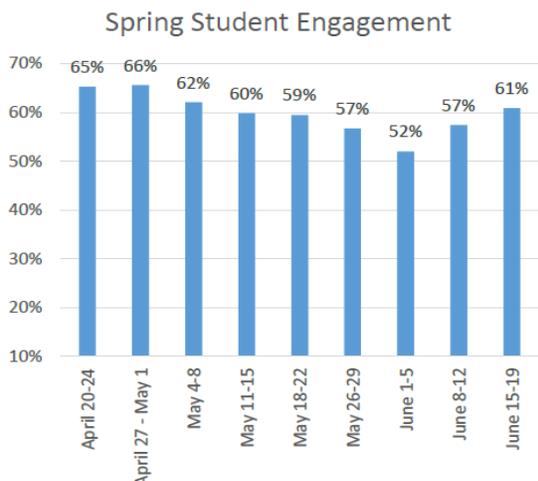


What percent of students graduated in four years, by student program and characteristic?



Engagement and Attendance Rates

Significant effort has been put into improving attendance at KHS. Our attendance rates have increased from 89.06% in 18-19 to 89.69% in 19-20. During the Spring COVID school closures our student engagement rate was above the State average coming in at a mean of 60% over the duration of the closure.



DOMAIN 1: INSTRUCTION

PROCEDURES TO SUPPORT

Data Statement: Baseline -- Teachers are finding ways to "know" their students through achievement and growth data, as well as building professional personal relationships with students, but are not intentionally using that knowledge to plan rigorous and engaging learning activities based on individual student needs.

Goal Statement:

In order to provide access to rigorous and engaging online content for all students, Kelso High teachers will increase planned differentiation that meets the various needs of the students in their classes. We will use the District approved Distance Learning PD Matrix resources, The Distance Learning Playbook, WICOR, and/or other best instructional strategies (*) as frameworks to focus on sound online lesson design concentrating on planned differentiation. Planned differentiation should include consideration of time, space, structure of the lesson, and materials.

(*) - Examples; 10-2-2, 10-24-7, focused notes, CEL 5+ Dimensions.

Measurements:

Staff recommendations, staff and student surveys, virtual classroom walk-throughs and observation, ELL and SPED achievement data

Actions:

Administration, will plan and facilitate professional development aimed at increasing teacher knowledge base in best practices of online and distance teaching. PD will include elements of clarifying the difference between scaffolding for all and differentiating for individuals. Professional development will include monthly differentiated sessions such as using data to differentiate for engagement, creating quality online assessments, strengthening PLCs, increasing student talk and engagement, and building strong routines for collaboration in the virtual classroom.

Administration will celebrate staff success in distance teaching with monthly Distance Teaching Rock Star recognition.

SIG Para-educators will engage in professional development specific to the individual distance learning needs of the students they serve. Other para-educators will continue to grow their understanding of differentiation as well as distance learning support. Paras will also engage in training around how to be an asset in the distance learning classroom and provide support that does not intrude on individual students' learning environment. Paras have been given access to student grades on Skyward and are authorized to communicate with parents regarding student progress.

Counselors and Career Center personnel in partnership with Steven Gering from Abl Schools will continue to examine our forecasting and scheduling processes to better prepare for student conversations directed towards rigorous coursework in Core and CTE classes. This work will include exploring how to expand our dual enrollment course offerings. Melissa Boudreau, CTE Director, will lead this work.

KHS Special education teachers will continue to use data points as guidance in providing student-centered accommodations and modifications within department courses, including school based strategies. Case managers will work with Kelso Virtual Academy students who are dual and single enrolled to ensure they have access to the grade-level content and service minutes through offered SEL time and/or in-person LRM.

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In support of this work, administration, counselors and career center personnel will continue the work of educating parents and the community around the importance of rigorous course-taking to ensure preparedness for all fields beyond high school. This work will be communicated through use of our various webpages, monthly newsletters, and planned parent/family information nights.

DOMAIN 2: SYSTEMS

PROCEDURES TO SUPPORT

Goal Statement:

In the 2020-21 school year, all KHS teachers will improve their collaborative, PLC work. To reach this goal, all teachers will participate in 10 or more data driven PLC meetings to support the instructional goal of providing access to rigorous and engaging online content, as well as improving planned differentiated instruction that meets the various needs of all learners. Our focus will be on those who have historically underperformed including students identified in special education, ELL, low income and students of color.

Measurement:

Small group and department PLC documents, Cycle of Inquiry projects focused on student engagement, evaluator observations, conversations and analysis of data, teacher and student perception surveys, and classroom-based assessment data.

Actions:

In looking at Spring 2020 classroom-based performance data which was heavily influenced by the COVID-19 school closures, the SIP team determined our 20-21 focus should be aimed at improving access to online content for our underperforming populations which includes SpEd, ELL, low income and students of color. As a result of this analysis, all 20-21 professional development (PD) is designed with the online student engagement needs of our underperforming populations at the forefront.

ELA, Math and Science showed the lowest level of achievement/engagement within throughout Spring Trimester. Administrators will focus much of their data collection and discussions within these three departments. This work includes weekly meetings with ELL and SpEd departments, where progress in ELA, Math and Science and interventions will be discussed, as well as, intentional discussions utilizing data such as mid-term senior "I" list and classroom observations followed up by lesson planning analysis with evaluators, case managers and teachers.

Interventions to address Hispanic-Latino participation deficit: Our ELL team which includes Rob Birdsell, Tammy Trafelet, Karen Krieder, Liz Hoopfer, and Sonja Cardenas, will implement one-on-one student conversations and parent communications encouraging all students to attend and participate. If we are able to bring KHS back to full staffing capacity we will incorporate weekly collaboration with our ELL Coach and Math ELL teacher to increase use of in-class language and conceptual acquisition strategies.

Para educators will engage in a monthly large group PLC aimed at growing their understanding of distance learning and how to support the classroom teacher most effectively.

Counselors will continue to analyze classroom performance data and make individual changes to student schedules in an effort to maximize access to appropriate coursework. KHS Counselors will support students and teachers engaged in Odysseyware, including KVA, in selecting KSD Grad Required coursework and appropriate levels for selected courses.

DOMAIN 3: LEADERSHIP

PROCEDURES TO SUPPORT

Goal Statement:

In the 2020-21 school year, staff will be encouraged to lead professional development in a variety of arenas (small group, within PLC's, department, school, secondary) surrounding best instructional practices in distance learning, technological resources, social emotional learning and/or differentiation strategies to help further our focus on differentiation (planning for individual needs through time, space, structure and materials) for the varying needs of all learners.

Measurements:

Staff/student surveys, observational data and conversations, PLC documentation, departmental reflections and exit slips

Actions:

Administration has targeted specific departments in an effort to better serve all students.

Christine McDaniel, Lead Principal KHS, will work directly with department chairs to support them in their leadership roles within each department and throughout the school. Each department chair will lead one or more professional development sessions over the course of the 20-21 school year, as part of our shared leadership model. Christine will also work with Jen Hamilton, Math Dept. Chair, and Gunnar

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Guttormsen, District Math Lead, to investigate how we can better serve our population of students who are entering KHS underprepared for Algebra 1, which directly correlates with future success in Math. Jen Hamilton and Gunnar will work with Liz Hoopfer and Shawn Beattie to better accommodate the needs of our most underperforming students in Math Readiness and Algebra Readiness courses.

Kim Allais, Assistant Principal KHS, will meet weekly/biweekly with the department coordinator of special education, to review student data and make program-based decisions. Kim will encourage and support SpEd team members in leading professional development within their departments as well as school-wide. Kim is the primary administrator for all Special Education decisions. This work includes facilitating professional development with all para-educators to support increased use of differentiation, SEL strategies including adult-student interactions and communication, and documenting student progress.

Rob Birdsell, Assistant Principal KHS, will meet weekly with the district ELL coordinator and ELL teachers at KHS to review student data and make program-based decisions. Rob will encourage and support ELL team members in leading professional development within their departments as well as school-wide. Upon return to in-person school, Rob will work closely with Latino/a students to find opportunities for school wide leadership and to find their voice within KHS. Rob also oversees the release of students into our Kelso GOLD program, which is a youth re-engagement program. The goal of Kelso GOLD is to find alternative placements in the community where students can still pursue a GED, high school diploma and vocational training through the Renaissance program, which will engage this population in pathways for certification and job training. These supports are all in service of our 100% graduation goal.

Melissa Boudreau, CTE Coordinator KHS/District, will further analyze CTE pathways for post-secondary preparedness and lead counseling staff in how to schedule around full-pathways and rigorous coursework for all students. She will work closely with consultant, Steven Gering, as well as other building and district level administrators ensuring KHS students are meeting their full potential, as they forecast for a full and rigorous schedule. Melissa will help to investigate the feasibility of more dual enrollment courses at KHS. She will work alongside admin and counseling to find the best strategies for further implementation of these courses.

Special Education teachers will provide continued guidance in differentiation of instructional content, support in behavior management of students and collaborative IEP needed problem solving to promote academic and SEL growth with the students we serve.

Also supporting the work in S.E.L. and Restorative practices, which we believe is integral to student success in the classroom, is Heather Kyle, Scots Resolution Center supervisor, who will work closely with students and our Tier 1 SEL team to analyze reoccurring behaviors and determine systems for proactive response through intervention.

The Tier 1 intervention team will meet monthly to create school-wide systems of support in social emotional learning, equity, self-care and building healthy relationships. This team is fluid in membership however the following staff members regularly attend: Kim Allais, Christine McDaniel, Kylie Chapman, Noah Hall, Daniel Hartley, Lynda Carlson, Jack Smale, Brandon Sitch, Jamie Carroll, Gunnar Guttormsen, Jason Coburn and TJ Frey.

DOMAIN 4: CULTURE

PROCEDURES TO SUPPORT

Data Statement: KHS did not fully meet our culture goal in 19-20. Because we aspire to utilize AVID school-wide, we believe in the importance of informing students of and supporting students in their post-secondary options. At KHS we want ALL students to be prepared for any post-secondary option they choose and be able to identify the milestones they must achieve along the way to graduation and beyond.

Goal Statement #1:

Kelso High School staff will provide at least 8 dedicated College, Career, and Community Readiness times during the 2020-21 school year to inform, promote, and encourage exploration of a variety of post-secondary opportunities for all students.

Measurement and Actions:

The KHS Admin team, led by Melissa Boudreau and AVID Site team led by Jason Coburn will be responsible for brainstorming ideas for executing the culture goal and leading the work throughout 2020-21 year. This team will work to recruit staff to help lead this work, collect evidence showing progress towards culture goal, and create a student survey for measuring student perception of post-secondary readiness.

Administrator Actions:

KHS administration will continue to work with staff and leadership around the District to identify the best methods for informing, promoting and exploring diverse post-secondary options with students and families.

Teacher Actions:

AVID Elective Class grades 9-12 will focus on career/college exploration and experiences throughout the year.

Each KHS staff member will dedicate College, Career, and Community Readiness time monthly, to discussions and/or lessons related to diverse post-secondary options.

KHS Special Education teachers will continue to guide students in their exploration of post-secondary goals including providing opportunity for students to meet with DVR, community college disability coordinators, and graduated students sharing knowledge.

Counselor and Career Center Actions:

Denise Miles-Foges, KHS Counselor and department head, will lead the counseling department in the transition to student forecasting and scheduling for rigor and post-secondary options. She will support the counseling staff in their learning and conversations with students and

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families as we strive to broaden our community mindset around post-secondary options and our responsibility as educators to prepare students for life after high school.

Kali Dalton, KHS counselor, will work with the Kelso Public Schools Foundation and other organizations to provide seniors with the most up-to-date scholarship information, as well as navigate the application process; therefore helping to alleviate costs which can be a barrier to post-secondary education.

Kali Dalton and Kylie Chapman, KHS counselors, will continue to explore ways to encourage school-wide participation in the PSAT and SAT test taking. Kylie will work with KSD Hi-Cap coordinator, Jaime Graff, to support students identified as highly capable. They will collaborate with teachers and families to implement strategies of instruction and support for these students.

Justin Sitch, KHS counselor, will work closely with SpEd department head, Nancy Karnofski, SpEd Coordinator, Eric Strassner and Kim Allais to investigate options and supports available to students requiring special services. This team will ensure families and students are aware of these options and supports which are available to them post high school. Justin will also work with our District Homeless Liaison, Nancy Baldwin, to identify and remove barriers to post-secondary options for our students who fall in the at-risk category due to homelessness or other environmental factors.

Angela Knowles, KHS counselor, will work closely with District ELL coordinator, Tammy Trafelet, and Rob Birdsell to investigate options and supports available to students accessing ELL services. This team will ensure families and students are aware of the diverse post-secondary options and supports available to them. Angela Knowles will also work with Nicole Johnson, and our District interpreters to ensure families and students have needed post-secondary resources in their home language.

All KHS counselors will increase their HSBP and Career & College Exploration discussions with seniors to include an individual one-on-one communication with each senior before the end of March 2021. To ensure students are enrolled in the most rigorous courses and are prepared for all post-secondary options, counselors will also conduct one-on-one communications with juniors prior to forecasting for senior year courses.

Upon return from furlough, Nicole Johnson will continue her work, with support from Melissa Boudreau, in providing Career and College Exploration opportunities to all students, with a dedicated focus on post-secondary options. Nicole will work with our local armed forces recruiters to encourage all students' grades 11-12 to participate in the ASVAB career assessment opportunity; all AVID students 11-12 will participate in the ASVAB. Each student will receive information in at least 1 class each trimester and 4-5 class meetings per year. Nicole and Melissa will also work with Jodi Rogers from LCC. This work will be around encouraging undecided seniors to enroll in CTE programs for their post-secondary education.

Goal Statement #2:

Kelso High School will dedicate professional development time to facilitate a stronger understanding of Social Emotional Learning, trauma informed education, inequities in underserved populations and the impact student experiences have on learning.

Measurement: Student/Staff survey, staff reflection, parent survey, discipline data and high risk indicator data from Home Room.

Actions:

The KHS administration and newly formed SEL Tier 1 team will partner with the SEL department for the purpose of providing intervention and support for students who fall in the intensive range for high risk indicators based on Homeroom data, student surveys and staff reflection. Staff will participate in 6 professional development opportunities, two per trimester, to further our understanding of how to provide trauma informed and equitable instruction, as well as to address the secondary-traumatic factors caused by the school closures, global pandemic, and societal unrest.

The KHS counseling team will continue to provide high quality services for all students. This team will meet, as needed, with students and families to provide support and identify the wide variety of resources available throughout our community. Kylie Chapman, Tier 1 team member, will lead the work within her department to provide students and staff with monthly mental health resources. These resources will focus on a variety of topics important to the well-being of students and staff.

KHS SpEd teachers will continue to support students in their SEL as a means to increase skills for a successful post-secondary life. Kelso High School has committed space and resources to allow for an additional mental health presence which includes on-site counselors from Columbia Wellnes and CORE Health, as well as a licensed Drug and Alcohol therapist from ESD 112 five days per week which allows for therapy and treatment during the school day. Upon the return of students, these services will become available.

Kelso High School has committed space and resources to incorporate a Scots Resolution Center facilitator, Heather Kyle, to continue our work with Check and Connect, an at-risk student intervention program, which started in 2018-19. Heather will work with at-risk students to provide support in areas where they are struggling, both academically and socially. Heather will work closely with KHS counselors to identify and connect with Freshman who are not engaging in distance learning.

KHS student leadership will provide a virtual Freshman Transition day which incorporates not only logistical information, but also social and emotional activities to assist in the challenging transition from middle to high school. Leadership teacher, Justin Roberts will lead this work.

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Upon return from full-time KVA, Joe Kinch, Dean of Students, will support the work in S.E.L. and Restorative practices, which we believe is integral to student success in the classroom. He will work closely with students and our Tier 1 team to analyze reoccurring behaviors and determine systems for proactive response through intervention.

All staff will continue to discuss and apply what discipline looks like through a Restorative Practices lens, focusing on individual student needs and equity in discipline practices. This work will be supported by the State laws/recommendations and through guidance of Don Iverson, Director of Student Services.

All staff will select and recognize students each trimester for excellence/improvement in the areas of Distance Learning Excellence, Attendance, Leadership and Work Ethic; recognition will take place at the classroom and school-wide level. This recognition will be shared during in class distance learning, on the KHS website and in the monthly newsletter directly following the recognition.

KHS administration will work closely with our student leadership to provide school-wide opportunities for students to connect with KHS during distance learning. These opportunities will be both virtual as well as socially-distanced and safe in-person when that becomes an option.

2020-2021

School Improvement Plan Team Signature Page

School: Kelso High

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

| | |
|---|---|
| Principal: <u>Christina Mathews</u> | |
| <u>Mary Kanyiga</u> - KHS Sped. Dept. Chair | <u>Dawn A</u> Teacher Dept. Head |
| <u>[Signature]</u> - KHS <u>Teacher Student</u> | <u>Amy McManis</u> KHS ELA Dept. Head |
| <u>[Signature]</u> KHS admin | <u>Hardy Thacker</u> ELL teacher |
| <u>[Signature]</u> AVID coordinator | <u>Megan Thor</u> CTE Business Dept. Head |
| <u>Denise Metzger</u> counseling | <u>[Signature]</u> Scott's Res. Center para |
| <u>[Signature]</u> PE Dept. | <u>[Signature]</u> Dept Sped coordinator |
| <u>[Signature]</u> Registrar | <u>Kim M Allain</u> / A. Principal |