

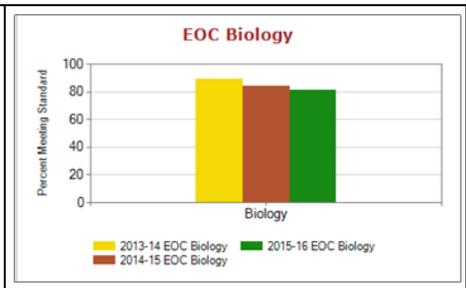
Capital High School Improvement Plan 2016 - 2017

Enrollment	1394
Free/Reduced Lunch	27.0%
Special Services	12.7%
English Language Learners	1.0%
On Time Graduation Rate	91.0%
Graduation Rate (Adjusted 5-year Cohort)	91.5%
Suspensions	96

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:

As accountability shifts from 10th to 11th grade, and graduation requirements shift from HSPE to Smarter Balanced, graphs are not available for 2015-16 in High School English Language Arts and Mathematics.

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Communication Goal:

Capital High School will submit relevant information for staff and students to be put on our website. CHS staff will work with OSD communication department to enhance the current web platform. CHS will also make efforts to improve teacher to student communication via digital platforms. Capital High School is committed to exploring avenues for universal communication using mobile platforms such as a school wide application. Part of this investigation would entail identifying students and families who lack phone and internet access and looking into alternative modes of communication, as well as ensuring that these families are aware of resources. CHS also plans to enhance our systems for communication to better serve our diverse community.

Achievement Goals:

ELA:Capital High School staff will use argumentative writing standards across the curriculum, teach processes for revising drafts, and use common rubrics and assessments to measure student growth. We will create a common rubric to assess basic writing skills to be used across departments. Teachers will focus on authentic audience and purpose and use peer editing with turnitin.com. We will have no fewer than 75% of students completing a Classroom Based Assessment (CBA) or Document Based Question (DBQ) pass with a 60% or higher.

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

Teachers will take part in professional development to boost the engagement of students in poverty and being mindful in developing and delivering lessons that can be completed during school time. ELA teachers will notify counselors of students with more than 10 absences in one marking period.

MATH:The math teachers at CHS want to instill the ability to problem solve in an ever-changing world. The Capital High School math department will continue their commitment to support students in Algebra 1, Algebra 2, Geometry, and various third-year options through intervention strategies class, cougar academy, and after school tutoring. The tutors will track the students using the after school tutoring with a sign-in sheet and at the end of each semester identify how many of these students passed. In addition to these interventions, the CHS math department will continue to grow our intervention model during our late start Wednesday morning time.

<p style="text-align: center;">MATH SPED</p> <p>The staff at CHS is committed to improve service of students in special education math classes through the implementation of AIMSWEB. Teachers will use the data to determine individualized interventions, monitor progress and develop individual goals.</p>	<p style="text-align: center;">MATH POVERTY</p> <p>CHS will seek in school solutions for those students who indicate the lack of support systems are influencing performance/behavior. Teachers will provide positive feedback in attempt to build relationships to increase attendance and reduce discipline referrals.</p>
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SCIENCE: The Capital High School science department, in collaboration with and supported by OSD, will develop 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 development of curriculum, common assessments, and integration of technology. Each science course will develop at least one 3-Dimensional NGSS aligned unit per semester.

The above measures will proactively prepare students for the new Science EOC exam based on NGSS, while improving an 80% pass rate on the current Biology EOC.

<p style="text-align: center;">SCIENCE SPED</p> <p>Capital High School science and special education staff will scaffold aligned science curriculum to support all students collaboratively, improving special education student passing rates in Physical Science and Biology.</p>	<p style="text-align: center;">SCIENCE POVERTY</p> <p>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.</p>
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Professional Growth Goal:

Capital High School staff will be provided a variety of opportunities to grow professionally throughout the year. This will include: technology training at the building and district levels; trainings and/or one-on-one help to support teachers in completing TPEP. The CHS teaching staff will attend trainings in poverty awareness and cultural competency. PLC's and action teams will work to enhance all current programs. Action teams meet biweekly to enhance their programs and improve to better support for our students. Each action team develops their own SMART goals. Teaching staff look for high yield strategies to lead to desired results. In addition, the leadership team will work collaboratively with the staff to identify needs. Once our staff needs have been identified the leadership will work with administration to secure training opportunities that fit our need.

Safety Goal:

During the 2016-17 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.

As we prepare for emergency situations, our staff will have opportunities to obtain their CPR/First aid certificates through staff development options. Our safety committee will continue to revise and then educate our staff and students on our Level 2 safety plans.

PBIS:

By the end of the 2016-17 school year, we will have taught the expectations rubric to all students and reinforced our expectations with reteaching, rewards and interventions systems. We will create posters that demonstrate what it means to be a T.R.U.E. Cougar (Tolerant, Responsible, United, Equal) and include the TRUE acronym in all student recognition and celebration. We will continue to work to put art around CHS through the efforts of Leadership and our Art classes, to include a rotating art display and an additional mural.

STRENGTHS:

Capital High School is a diverse school with staff dedicated to helping students to be successful. With a three-tiered system of interventions, students are able to get the support they need to achieve at higher levels. CHS offers a rigorous International Baccalaureate (IB) program provides the much-needed challenge for students capable of performing at the highest level. CHS will look to continue to grow the IB class offerings. Capital has athletic programs that compete at the state level and have experienced a lot of success. Our programs have great participation and support. Capital has many clubs and activities to ensure each student has a place to belong. The past few years CHS has seen an increase in enrollment and test scores along with an increase in our on time graduation rate of 91%. Capital staff is dedicated and works hard everyday to plan, prepare and implement meaningful lessons based on common core standards. The staff participates regularly in collaboration groups that focus on common assessments, content, standards, grading practices, instructional strategies or curriculum alignment. We have amazing parent support at Capital with very involved parent groups such as the CHS Parent Organization, CHS Booster Club and CHS Foundation. We continue to work collaboratively with our parent groups to share our school improvement plan and successes both academically and athletically.

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 work at developing our offerings to meet the requirements of "CORE 24." At the local level it is hard to find time to collaborate with our feeder middle schools. Our school will look for opportunities to connect our feeder schools. We currently have a plan to improve the bridge connecting our MS students to our high school. Creating and implementing interventions can be difficult because of the lack of resources and because interventions are needed in all content areas. We often struggle with adequate personnel supports. It has been difficult to implement standards-based grading with the Skyward system, which seems to be difficult to manipulate. 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.