

# Capital High School Consolidated School Improvement & Schoolwide Title 1 Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

*Capital High School has a Schoolwide Title 1 Program. Items specific to Targeted Assistance Programs for Title 1 have been deleted from this template.*

Section 1: Building Data	
1a. Building: Capital High School	1g. Grade Span: 9-12 School Type: High School
1b. Principal: Lillian Hunter	1h. Building Enrollment: 1,343
1c. District: Olympia School District	1i. F/R Percentage: 35.7%
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 13.3%
1e. Plan Date: Click or tap here to enter text.	1k. English Learner Percentage: 4.8%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	



## Section 2: School Leadership Team Members and Parent-Community Partners

**Please list by (Name, Title/Role)**

Lillian Hunter, Principal

JaWanne Brown, Assistant Principal

Doug Anderson, Assistant Principal

Daniel Grimm, Dean of Students

Mike Lunde, Dean of Students

Kimberly Leidelmeyer, Parent

## Section 3: Vision and Mission Statement

Mission Statement: Cultivating success. Honoring diversity, Serving others.

Vision Statement: We envision a supportive environment that promotes trust, growth, and achievement of the highest standards. We build our capacity for success through leading-edge programs and operations based on continuous improvement. We have a 100% commitment to quality and excellence in all things.

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

**Note:** If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
  - SBA scores for the 22/23 school year reveal that overall students met standard: ELA (60.5%), Science (40.7%), Math 32%

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Students identifying as Black who met standard: ELA (27.8%), Science (38.5%), Math (<17%)
- Students identifying as LatinX who met standard: ELA (48%), Science (32%), Math (22%); ELA, Math and Science were well below the all school standard.
- Students with disabilities who met standard: ELA (16.7%), Science (15.6%), Math (7.3%)
- Low-Income Learners who met standard: ELA (45.4%), Science (37.4%), Math (17.1%); Low income learners' ELA, Science and Math scores were well below the all school standard
- White students who met standard exceeded the all school standard: ELA (65.2%), Science (42.6%), Math (36.7%); scores exceed the all school standard.
- ELL on track to leave services per WIDAACC scores are 7%.

Conclusion: Low Income students, Students of color, and students with disabilities struggle to meet standard more so than their White counterparts.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
  - a. We are challenged to build student engagement. Students who feel connected to the school are at 31% (per Fall 2023 Panorama survey). Students who average fewer than two absences per month is at 70.5% and has not rebounded to the pre-COVID level of 91.2% (Source: OSPI Report Card).
  - b. On time graduation rates have nearly rebounded to pre-pandemic levels 2019: 91.7%, 2022 90.3%.
3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).
  - a. What strengths do they possess?
    - i. Our student body is diverse and multi-faceted. Identifying a “typical” student is subjective and fraught with the possibility of bias and stereotype.

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- b. What challenges do they face?
  - i. A large portion of the student body struggle with feeling a sense of belonging with only 31% saying they do. This average has been consistent post COVID. Students also struggle with high levels of anxiety as evidenced by our growing 504 roster. The challenges of adolescence are still paramount as are issues of gender identity.
- c. What are some important relationships in their life?
  - i. The recent formation of the Black Student Union and LatinX Club have been enthusiastically received and well attended demonstrating students are eager to identify with a cohort. Eclectic clubs are also surfacing: gaming, robotics, archery – students are quite diverse in this regard.

### Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
  - a. Capital HS has a worthy Mission: Cultivating success. Honoring diversity, Serving others. The statement is still germane to the school. However, addressing the particulars needs to be done with renewed intention and identified indicators.
2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
  - a. The staff is committed to Inclusionary Practices and Culturally Responsive Education.
  - b. The PLC effort for this year reflects that commitment as have the Learning Improvement agendas and activities.
  - c. We need to move forward and monitor our progress with formative assessments (Panorama) as well as engage in further PD with Dr. Yemi Stembridge, which is scheduled for February 2024 for a residency with staff leaders.
  - d. Our Dean of Students, Mike Lunde, has organized activities for paraprofessionals to include on-boarding, regular check-in, ongoing professional development as regular monitoring of pairing success with students. The district also offers the core paraeducator training.
  - e. LID was focused on Inclusionary Practices and Culturally Relevant Education. The PLC activities for the year continue the work. For those engaged in book studies, the books have been purchased. Structured time twice a month is dedicated to this effort in addition

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

to the regular staff meetings, department lead meetings, and department meetings.

- f. We plan ongoing informal training with our Multi-Lingual specialist to assist staff in working with our growing ELL cohort.
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
- a. The staff is committed to Inclusionary Practices and Culturally Responsive Education.
  - b. The PLC effort for this year reflects that commitment as have the LID agendas and activities.
  - c. We will utilize attendance, Panorama Survey and SBA data to evaluated

### Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
- a. CHS did a soft launch of MTSS in the 22-23 school year. We initiated a MTSS referral system so that teachers could work collaboratively to develop strategies for a specific student's success. The CHS counseling staff (along with the entire OSD counseling cadre) have adopted the ASCA protocols to enhance student support. The district has added a .5 school psychologist to assist with special needs students; additionally, staff includes a full time social worker and substance abuse counselor. They meet weekly in CARE team to identify students in need.
  - b. Understanding the nuances of the MTSS system would assist teachers in fully implementing the support. Professional development to this end would be well received.
  - c. By intentionally focusing on Inclusionary practices and Culturally Relevant Education, our multi-lingual students should realize a stronger sense of belonging to the school community. A first step is to ensure that all teachers have rudimentary training in how to utilize translation tools to ensure that all students – including our multi-lingual students- are engaged in the learning and feel confident in their communication and interaction with all teachers. We have also initiated an after-school tutoring program on Wednesdays for all students and will encourage ELL to participate – there will also be after-school transportation available for any students that stays for extra help. In the past year, CHS has established a LatinX Club which meets monthly during Coug Time (SEL time on Wednesdays). Currently, there are 60+ students in the club.
  - d. Students meet 1:1 with counselors when transitioning to CHS as an incoming 9th grader. Grades and progress in all classes are routinely monitored to ensure students are on track to graduate. We hope to leverage engagement in the LatinX Club as another

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

support for transitions.

2. How did your school identify these areas of strengths and improvement?
  - a. The need for these supports has evolved pre and post pandemic. Several initiatives are coordinated by the district through data review days, use of MAP data, Panorama SEL data, graduation rates, attendance, and 9th grade success.
  - b. The targeted group includes @ 65 students. We are analyzing their scheduled classes to ensure: 1. Teachers are aware and have had basic training in translations tools; 2. Our multi-lingual specialist is connecting with the cadre of teachers to identify successful techniques to deploy with specific students for their success. 3. The administration team is analyzing attendance reports for all students with a focus on the ELL students to proactively address any tardy or absence patterns. 4. Support staff monitoring students' needs to ensure access to FRL as well as other resources provided by OED. 5. Finally, we are going to engage with the district level support for ELL – and work to build relationships with families.
  
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
  - a. We work closely with the Olympia Education Foundation – a non-profit which provides funds for student and family expenses. The allocations are generous and stretch from buying diapers to helping with rental deposits. We have an active parent group which meets on sight monthly. We are activating our Parents on Deck in School (PoDS) in November.
  - b. In the past year, CHS has established a LatinX Club which meets monthly during Coug Time (SEL time on Wednesdays). Currently, there are 60+ students in the club.
  
4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
  - a. We have an active parent group which meets on site monthly. We hope to increase parent participation to include our diverse population. We are activating our Parents on Deck in School (PoDS) in November. We intend to have parents (who have cleared the volunteer background check) be a welcoming presence in the hallways before school, at morning break, and lunch.
  - b. In the spring, we host an evening event for our LatinX families to learn more about school community and plan for the upcoming year.
  - c. We have an active parent group which meets on site monthly. We hope to increase parent participation to include our diverse population. We are activating our Parents on Deck in School (PoDS) in November. We intend to have parents (who have cleared the volunteer background check) be a welcoming presence in the hallways before school, at morning break, and lunch.
  - d. In the spring, we host an evening event for our LatinX families to learn more about school community and plan for the upcoming

#### Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

year.

- e. We are going to engage with the district level support for ELL – and work to build relationships with families.

## Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

**Note:** *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

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 [OSSI 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.

A SMARTIE Goal is specific, measurable, ambitious, relevant, 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:** *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

**Note:** *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those*



## Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

**Note:** In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

students served to satisfy the requirement of Component 3 – Practices and Strategies.

\* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

### 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.

**Capital High School will prioritize Inclusionary Practices and developing Culturally Responsive Education to increase students' feelings of belonging and connectedness to school thereby increasing engagement and achievement for all students with specific and strategic focus on Multilingual students.**

### 5a. SY 2023–2024 SMARTIE Goal #1:

Recognizing the disparate standardized test results between demographic groups, CHS will increase student achievement and engagement amongst diverse student groups by 10% as measured by the SBA.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</p> <p>Who, specifically, will benefit from this practice/activity?</p>	<p>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?</p>	<p>What was / is the projected length of time of this activity?</p> <p>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</p>
<p>Activity 1 Monthly content -area meetings to discuss</p>	<p>Skyward progress reports and attendance data</p>	<p>Continuous throughout school year</p>	<p>Administration assigned to specific departments;</p>	<p>Appropriate curriculum and support materials for students in Life Skills</p>

<p>performance across all classes, courses and teachers. Identify students at risk of failing core subjects and engage in interventions (tutoring, MTSS Tier I, MTSS/MDT referral).</p> <p>Students with grades at or below a D.</p> <p>Students with pattern of tardies and absences (2 weekly.)</p>	<p>Admin team will engage in walk-throughs to monitor implementation of evidence-based practices and evidence of creating an inclusive classroom and CRE.</p>		<p>Department Leads meet as a group monthly to discuss and update successes, challenges and best practices.</p>	<p>programs.</p>
<p>Activity 2 All teachers will be involved in meaningful PLC activities focused on creating Inclusionary Practices and CRE.</p>	<p>Skyward progress reports</p> <p>Attendance data</p> <p>Improved scores on end of year Panorama survey specifically students' feelings of connectedness to school</p> <p>Formative Panorama assessments will be given through the year</p>	<p>Continuous throughout school year</p>	<p>Department Lead or designated leader for particular book study or activity.</p> <p>Administration assigned to specific departments</p>	<p>Secure designated books relevant to IP CRE for PLC groups;</p> <p>Sustain designated PLC time via early release.</p>
<p>Activity 3 Case managers will coordinate with teachers to place more students with IEP in general education</p>	<p>Skyward progress reports and attendance data</p> <p>Increased engagement of students with IEP.</p>	<p>Continuous throughout the year.</p>	<p>Case Managers</p> <p>Supervising Administrator</p> <p>Counselors</p>	<p>Providing para-educator support for students in general education classes.</p>

classrooms.	Admin team will engage in walk-throughs to monitor implementation of evidence-based practices and evidence of creating an inclusive classroom and CRE.		School Psychologist	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Book purchases will be approximately \$1200.				
2. Case managers will work with building and district administrators to ensure support staff is in place.				

<b>5b. SY 2023–2024 SMARTIE Goal #2:</b>				
Recognizing the decline of proficiency and progress for English Language Learners, CHS will demonstrate an increase in ELPA and WSIF to meet or exceed highest pre-pandemic levels: Percent Progressing – 51.6% and the percent of students meeting standard to 14%.				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>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?</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?  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?  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>
Activity 1 Teachers are accessing translation tools to work with ELL and families.	More engagement in classroom activities from ELL.  Increase in two way	Continuous throughout the school year	Individual Teachers MTSS/MDT lead Counselors	Staff will utilize tools already available to them in Google and other programs.

	communication to families. Improved attendance		Multilingual Specialist Administration	
Activity 2 Building wide support for LatinX Club to include advisor and support for activities such as field trip to LatinX summit. Prepare a charter and get club officially recognized by ASB. This endeavor is also consistent with our goal to promote IP and CRE	Robust engagement and attendance at club meetings and activities.  Increase across the school of LatinX culture and activities (events, meetings, posters,)	Continuous throughout the school year	Club Advisors Building teachers and support staff	Designated space has been identified for the club and activities.  Advisors have been identified.  Funds have been allocated from Principal's budget to cover costs until fund raising commences.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Funds have been allocated from Principal's budget to cover costs until fund raising commences.				

**5c. SY 2023–2024 SMARTIE Goal #3:**

Recognizing that at CHS, only 31% of the students feel a sense of belonging or connectedness to the school (per Panorama data), CHS staff will utilize PLC time to intentionally focus on strategies to build relationships and a sense of belonging by students as evidenced by growth to the national median of 45% by Spring 2024 on the Panorama survey.

*Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.*

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><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></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><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></p>
<p>Activity 1 Every teacher will be involved with a meaningful PLC group/activity which focuses on IP and CRE.</p>	<p>Increase of students' feeling connected per the abridged formative Panorama surveys throughout the year.</p> <p>Increase of student engagement day-to-day.</p> <p>Student feedback and reflections.</p> <p>Improvement in student voice.</p>	<p>Continuous throughout the year.</p>	<p>Department Lead</p> <p>Supervising Administrator</p>	<p>PLC time 2x monthly.</p> <p>Purchase of books for book study</p>
<p>Activity 2 Facilitating a residency with Yemi Stenbridge focused on CRE</p>	<p>Teacher practice will readily demonstrate CRE as evidenced by:</p>	<p>Spring 2024</p>	<p>JaWanne Brown</p> <p>Residency Cadre: limited to ten teachers</p>	<p>Funds to pay for substitutes while teacher and admin attend</p>

	<p>Increase of students' feeling connected per the abridged formative Panorama surveys throughout the year.</p> <p>Increase of student engagement day-to-day.</p> <p>Student feedback and reflections.</p> <p>Improvement in student voice.</p>			<p>residency.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Grant funds made available by district.</p>				

## Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

**THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.**

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including School</b>	Click or tap here to enter text.	Click or tap here to enter text.

## Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023-24)

**THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.**

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Improvement Grant Funding		