

Deer Park High School

School Improvement Plan 2021-22

Principal: Joe Feist

Asst. Principal: Chris Snyder

Goal #1 - Maintain 90%+ High School Graduation Rate

Action Strategies:

- LAP targeted instruction in English, math, and science courses.
- Credit Retrieval and study skills courses.
- Summer School.
- Open Doors and GED preparation.
- Implement on-line High School and Beyond Plans.

Leadership Strategies:

- Work with LAP Coordinator to identify Tier 1, 2, and 3 students. Place students accordingly.
- Provide para support to teachers in credit retrieval and study skills.
- Provide para support in math and ELA courses.
- Meet monthly with the Learning Improvement Team to discuss ongoing curriculum and assessment strategies along with appropriate student placement.

Growth Monitoring:

- Track monthly meeting of counselors and LAP Coordinator in order to monitor graduation progress of all juniors and seniors (credits and assessments).
- Annual review of Washington graduation and assessment requirements.
- Monthly advisory (Stag Leap) used to create High School and Beyond Plans, and support continuous academic improvement of all students.

Goal #2 - 90% 9th Grade Course Pass Rate

Action Strategies:

- Identify appropriate tiered intervention by using assessment, attendance, and academic achievement data.
 - Provide LAP developed Tier 2 and 3 level curriculum/instruction in ELA, math, and science.
 - Provide a LAP funded 9th grade intervention specialist.
 - Implement Link Crew tutoring and Character Count lunches.
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Leadership Strategies:

- Support Link Crew 9th grade transition program.
- Provide monthly PLC time for 9th grade intervention specialist and 9th grade core teachers to meet and discuss 9th grade success strategies.
- Meet weekly with LAP Coordinator and 9th Grade Intervention Specialist to discuss at-risk students.
- Meet quarterly with 9th grade class to discuss effective citizenship and academic strategies.

Growth Monitoring:

- Monthly meetings with Tier 2 students and 9th grade Intervention Specialist and/or 9th grade counselor.
- Quarterly meeting with all 9th graders, principal, counselor, and 9th intervention specialist.
- Quarterly sharing and discussion of 9th grade success data with all staff.
- Weekly academic progress checks of all 9th grade students.
- Weekly meetings and parent contact with Tier 3 students (Intervention Specialist).

Goal #3: Increase College and Career Post Secondary Placement

Action Strategies

- Implement on-line High School and Beyond Plans through Stag Leap.
- Assist each student in developing a Personal Career Graduation Pathway.
- Administer career interest and learning style inventories.
- Provide academic and career counseling services.
- Host college and professional visitations.
- Offer EWU and CWU College in the Classroom.
- Attend career days at local colleges.
- Host college admissions speakers
- Host local businesses for career forums and presentations
- Promote and monitor College Bound student progress
- Provide ASVAB to 11th grade students.
- Provide FAFSA night for parents.

Leadership Strategies

- Work with DPHS counselors to provide professional training opportunities.
- Invite numerous professional organizations to meet with student groups at DPHS.
- Complete post-graduate placement survey.
- Support Stag Leap Advisory Program.
- Maintain active Parent Advisory Council.

Growth Monitoring

- Evaluate post-graduate survey data in order to monitor and adjust current programs.
 - Evaluate fall and spring student-led conference data in order to evaluate student interests.
 - Track current FAFSA completion rates.
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Goal #4: Improve Student Inclusion Rate to 65%

Action Strategies

- Identify LAP, 504 and IEP students and place appropriately
- Implement Master Schedule placements in coordination with SPED Department
- Implement “push in” scheduling model with resource room support,

Leadership Strategies

- Create an Inclusion Specialist position (Cameron) in order to assist counselors and teachers with appropriate scheduling of students.
- Provide Professional Development opportunities to promote appropriate student interventions and accommodations.
- Promote tiered teaching strategies in all classrooms.

Growth Monitoring

- Evaluate student growth in Reading, Writing, and Math using AimsWeb.
 - Evaluate and improve student executive functioning skills with weekly executive functioning lessons during core intervention.
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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	77.7%					73.1%	70.2%		34.5%		79.3%
Math Proficiency Rate	38.6%					26.9%	28.1%		20.0%		40.1%
ELA Median SGP											
Math Median SGP											
Graduation Rate	92.8%						89.8%		86.7%		92.6%
EL Progress Rate*											
Regular Attendance Rate	81.6%	77.4%		77.1%		76.0%	77.5%		69.3%	83.9%	81.9%
Ninth Grade On Track Rate	79.2%					74.2%	70.6%		84.6%		80.0%
Dual Credit Rate	56.9%	57.4%		54.5%		61.9%	54.0%		45.4%	61.3%	56.4%

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

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2017-2019 Overall Framework Score by Student Group

