

*Inspiring Excellence*



**LAKE STEVENS**  
School District



# Foundation for Excellence

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Cavelero Mid High School  
Three Year School Improvement Plan  
2017- 2020

*Mission: Our students will be contributing members of society and lifelong learners, pursuing their passions and interests in an ever-changing world.*

# Foundation for Excellence

**Mission Statement:** Our students will be contributing members of society and lifelong learners, pursuing their passions and interests in an ever-changing world.

**Vision Statement:** To inspire a community-wide culture of excellence, growth and achievement, where individuals are supported and challenged, engaged and empowered, and recognized for their unique contributions.

## District Goals

**1. Excellence in Teaching & Learning**

All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.

**2. Technology Empowered**

Our use of technology will be bold, intentional and accessible. Innovative approaches will be encouraged and embraced and our technology will be intuitive, collaborative and an empowering tool for students, staff and parents. Technology will transform our data systems to be unified, accessible, timely, informative and adaptable, and capable of being tailored to each school, program, class, staff member and student.

**3. Thoughtful Transitions**

Transitions in our district are planned, focused, collaborative and intentional. Whether transitioning from preschool to kindergarten, into the next grade, building, curriculum or to post-graduation endeavors, we will actively facilitate a path to success for students and staff.

**4. Engaged Community**

We consistently engage with our diverse communities of students, families, staff and the public. We create inclusive partnerships to share our sense of purpose and district goals, invite continuous input and act on the feedback we receive.

**5. Facilities Improvement**

Facilities in our district are consistently reviewed for safety, capacity, condition and functional adequacy. Recommendations are made for improvements, expansions or additions to accommodate our growing population and changing needs of our students, families, staff, community and programs.

## Foundational Principles

- 1. A School Climate** that is safe, welcoming, inviting, culturally-aware and emphasizes mutual respect of people and property.
- 2. District Communication** that is open, transparent, timely and interactive.
- 3. Financial Stewardship** that promotes trust by ensuring the responsive and optimal use of district resources in a manner that is understandable and transparent to all stakeholders, and supports the goals of the district.

## Cavelero Data

### Cavelero Mid-High - SBA ELA

	15-16			16-17 <i>*includes no scores/excludes no scores</i>			*17-18 <i>*all data excludes no scores</i>			18-19* <i>*includes no scores **excludes basic</i>		
	School	District	State	School	District	State	School	District	State	School	District	State
8th	71	71	60	*67/69	*67/69	59	71	71	61	64	63	58

### Cavelero Mid-High - SBA Math

	15-16			16-17 <i>*includes no scores/excludes no scores</i>			*17-18 <i>*all data excludes no scores</i>			18-19* <i>*includes no scores **excludes basic</i>		
	School	District	State	School	District	State	School	District	State	School	District	State
8th	60	59	48	*62/64	*62/64	48	61	61	49	51	51	46

Green = increase of more than 3 percentile points compared to 17-18 school year

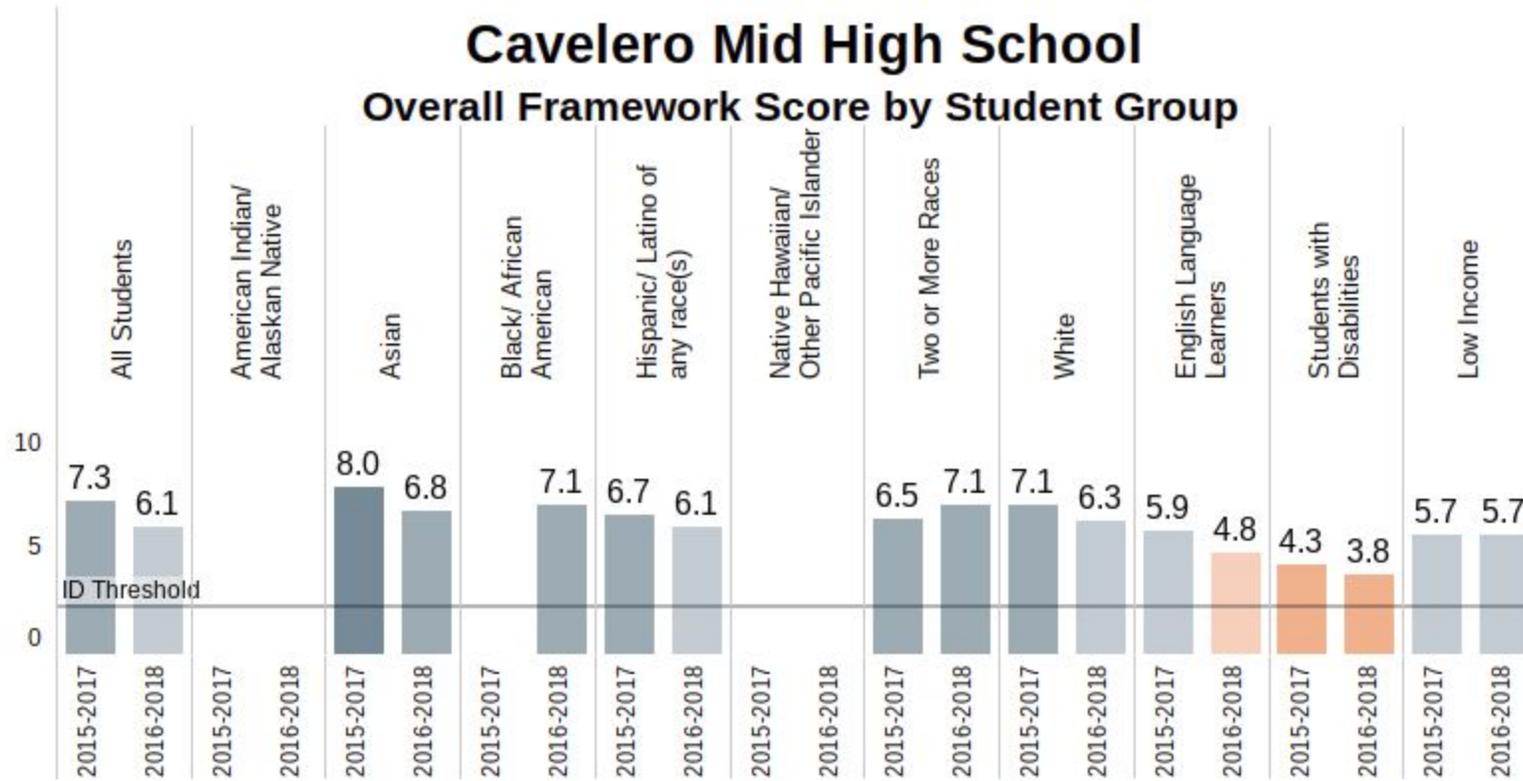
Yellow = increase or decrease of 3 percentile points or less compared to 17-18 school year

Red = increase of more than 3 percentile points compared to 17-18 school year

\*Score with refusals/Score without refusals

Washington School Improvement Framework  
Progress Monitoring

# How did each student group perform on the Washington School Improvement Framework, over time?



Missing Data? [Click here to find out why](#) \*



# How did each student group perform on the Washington School Improvement Framework?

## Cavelero Mid High School 2016-2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	67.6%		68.5%		58.7%		67.8%	69.6%	54.3%	9.1%	16.3%
Math Proficiency Rate	60.6%		64.4%		53.9%		58.0%	62.2%	47.2%	11.4%	18.9%
ELA Median SGP	46		48	65.5	46		50	45	49	50.5	45
Math Median SGP	53		50	44	54		54	52	54	56	54
Graduation Rate											
EL Progress Rate*	53.7%										
Regular Attendance Rate	92.0%			91.7%	89.7%		90.5%	92.4%	82.8%	83.0%	85.0%
Ninth Grade On Track Rate	85.1%			82.4%	86.0%		83.4%	84.4%	74.3%	81.1%	68.4%
Dual Credit Rate	40.5%		46.7%	47.1%	42.0%		39.9%	39.6%	39.4%	27.0%	42.8%
Final Score											

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

Deciles



## Goal #1: Excellence in Teaching & Learning

*All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.*

### DISTRICT AREAS OF STRATEGIC FOCUS

Professional Learning

Future-Ready Libraries

Student Achievement

Assessment and Data

Continuum of Services

Career and Technical Education

Early Learning

*Technology is used to: identify and respond to staff learning needs, providing responsive learning opportunities; transform student learning through innovation, by modifying and ultimately redefining both instructional tasks and student learning practices; support the collection and analysis of student data, as well as support the development and implementation of targeted instruction tied to the data. Technology is also used to monitor and celebrate student growth, as well as identifying when growth is insufficient; identify students for continuum of services programs as well as monitoring student growth and evaluating the effectiveness of the programs. Flexible digital programs are used in conjunction with instructional best practice to meet the needs of these learners; enhance developmentally appropriate activities that support each child's unique growth and learning. Technology continues to be a strong component of the CTE program – to include educating students on various technologies used in STEM careers.*

### Building Goals and Strategies

**Building Goal #1:** Our MTSS Team completed an MTSS Building Needs Assessment October 3, 2017. We will use these results as our baseline to guide our MTSS work (Academic, Behavioral and Social Emotional Learning) for the years to come. By doing this work our goal is to increase student achievement and decrease the identified opportunity gaps. Below are some of the action steps we will be utilizing this year. This needs assessment will be utilized to guide our work for the duration of this three year plan.

Action Steps 2017-2018	Action Steps 2018-2019	Action Steps 2019-2020
<ul style="list-style-type: none"> <li>We will utilize an algebra block class approach that utilizes Social Emotional Learning lessons as a part of teaching the class. These lessons will provide strategies to help students and the staff have a growth mindset as they encounter math problems.</li> </ul>	<ul style="list-style-type: none"> <li>Our master schedule will continue to provide classes that meet the needs of our students so they can access grade level content.</li> <li>As we engage in the successful implementation of our MTSS work we will continue to provide professional learning and utilize the Inquiry Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Focused professional development targeting strategies designed to meet both the instructional and emotional needs of students will be offered to all staff monthly, including classified staffing.               <ul style="list-style-type: none"> <li>All staff will have an opportunity to participate in professional book studies.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Professional Learning opportunities will focus on staff learning what we currently have in place and include new strategies to improve teaching and learning for our students in poverty, special education and English Language Learners (including six week grade checks).</li> <li>● We will use professional learning to increase use of Interim assessments which will allow teachers to identify more specific instructional needs for individual students and classes.</li> <li>● Specific to behavior, our work with PBIS will continue. We will survey staff at the end of the year to check our growth. PBIS and this survey fits in the behavior components of MTSS.</li> </ul>	<p>(via the SLOPES protocol) to increase student learning.</p> <ul style="list-style-type: none"> <li>● We have identified 20 students with IEPs that will receive additional supports with the goal of closing the achievement gap.</li> <li>● Our MTSS work will also focus on behavior as we continue our work with PBIS. Our staff’s feedback will continue guide our next steps.</li> <li>● We will integrate a SEL / Character development program named Character Strong into our school with the goal of improving school climate.</li> <li>● Character Strong lessons will be shared with the staff by a group of teachers to the staff as a whole.</li> <li>● Check and Connect program will be included in our Thoughtful Transitions goal.</li> </ul>	<p>Participants will engage in rigorous discussion and thoughtful reflection on effective strategies to emotionally engage students.</p> <ul style="list-style-type: none"> <li>■ <a href="#"><u>All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond</u></a></li> <li>■ <a href="#"><u>The Teenage Brain: A Neuroscientist’s Survival Guide to Raising Adolescents and Young Adults</u></a></li> <li>■ <a href="#"><u>Under Pressure: Confronting the Epidemic Stress and Anxiety in Girls</u></a></li> </ul> <ul style="list-style-type: none"> <li>● Working in tandem with Continua Consulting, Cavelero will continue to unpack/incorporate tiered levels of supports in the area of behavior/social emotional and refine our building-wide behavior framework; this includes the formation of a revised Data Team to both analyze and interpret Panorama Data</li> <li>● Expansion of special education team-taught model and revamping of TRUST Program (Teaching Responsibility, Understanding, and Skills for Transition)</li> <li>● Quarterly, release time will be provided for special education staff to meet with general education teachers to discuss accommodations, student</li> </ul>
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		<p>assessment data, behavior plans, etc.; The goal is to support our students' overall success in both special education and general education classes.</p> <ul style="list-style-type: none"> <li>● Six-week progress monitoring of both our ELL students and identified special education students will help us to determine the effectiveness of current programming as we focus on closing both the achievement and opportunity gaps.</li> <li>● During the 2018-2019 school year, 54 freshman were credit deficient in one or more content areas upon entering Lake Stevens High School. <ul style="list-style-type: none"> <li>○ Weekly, the Cavellero admin team will review/analyze at risk data from Homeroom Premium to better understand the profile of our credit deficient students and implement intensive interventions</li> </ul> </li> <li>● Seven of our CTE staff members will mentor three-five students to address attendance concerns, support accrual of credits, and provide behavioral coaching in order to minimize referrals.</li> </ul>
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**Measures of Success – how will we know it is working or not?**

<p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● Our MTSS Team will complete an end of year MTSS Building Needs Assessment to measure our progress and set goals for the 2018-19 school year.</li> </ul>	<p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● MTSS Building Needs Assessment will be utilized at conclusion of year to measure our progress.</li> <li>● PBIS survey will be utilized to monitor our progress in the area of behavioral supports for our students and staff. Our</li> </ul>	<p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● Trimesterly, staff surveys will be administered to gauge the effectiveness/relevance of our professional learning.</li> </ul>
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<ul style="list-style-type: none"> <li>At the end of this year we will do our third round of the PBIS survey. We will be able to measure growth related to our PBIS/Behavior efforts.</li> </ul>	<p>goal for the year is to achieve an overall implementation average of 75% (increase of 9%).</p> <ul style="list-style-type: none"> <li>We will continue to analyze the results of the SBA and WCAS.</li> </ul>	<ul style="list-style-type: none"> <li>Panorama Student Survey Data will provide baseline student data and generate subsequent goals. <ul style="list-style-type: none"> <li>As a result of increased staff understanding of t-MTSS, SEL, ACES, etc., there will be a decrease in the percentage of students with discipline referrals as tracked through SWIS.</li> </ul> </li> <li>ELL/SPED data will drive programming decisions for the 2020-2021 school year.</li> <li>Percent of students who leave Cavelero at the end of 9th grade who are credit deficient will be reduced as measured by student grades.</li> <li>For our students mentored through Check and Connect, we will track the trajectory of their at- risk indexes.</li> </ul>
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**Results/Outcomes 2017-2018**

**Academics:**  
Our overall SBA scores were fairly flat in Math and English when comparing one cohort (2021) to another (2022). When compared to the state, we continue to be above state average in Math and ELA. However, there continues to be an achievement gap with our special education, ELL and students of poverty sub-groups.

**Behavior:**  
We did see a drop in some of our results. As we discussed the results with staff, we identified two items. First, our staff is more familiar with the vocabulary of the survey and have a deeper understanding of PBIS so we believe our first couple yrs of survey results were a little high. Secondly, our staff provided feedback that they wanted to strengthen the understanding and systems around clear school expectations and outcomes when a student has not followed our COLTS Expectations. We have already started the process to continue to strengthen our work around PBIS (behavior side of MTSS).

**Reflections**

**Academics:**  
Our use of data to help us with scheduling of student’s classes and their supports has been helpful in decreasing student failure. Our team teaching in special education, block math and English support classes have also proven beneficial (overall failure rate in 9th grade, an ESSA SQSS indicator, was just below 10%).

**Behavior:**

We will continue our MTSS work. By surveying and gathering next steps from all of our staff we will continue to build a system that is held by all stakeholders. As we looked closer at our PBIS survey results and scheduled time for dialogue as a staff we will focus the '18-'19 work on teaching student expectations more clearly (10% drop) and often and on communicating our violation system with staff (13% drop).

**Results/Outcomes 2018-2019:**

**Academics**

Based upon SBA data, ELA and math scores have decreased over time: specifically, when reviewing last year's eighth grade cohort (class of 2023), we see that ELA scores have decreased by 8.3% and math scores decreased by 3.3%. As you know, OSPI removed the Level 2/Basic option for school, district, and state-level reporting in late October 2018, thus potentially contributing to this reduction in scores.

**Behavior**

SWIS (School Wide Information System) is a tool for tracking student behaviors. Implemented as a pilot program at Cavelero during the 2017-2018 school year, SWIS was used with greater fidelity during the 2018-2019 school year. During the 2017-2018 school year, 538 behaviors were tracked in SWIS for an average of 2.46/day. In the 2018-2019 school year, the number of behaviors tracked was 806 averaging 3.8/day. This increase potentially reflects a greater fidelity with use of the tracking system.

Furthermore, during the summer of 2018, almost 50% of our staff has participated in the Character Strong training, thus allowing Cavelero Mid-High School to intentionally embed critical social-emotional skills and character development into our students' day. Although participation in this training did not quantifiably reduce disruptive behaviors, it did provide our building with some common language and awareness on how to better support our students' emotional needs.

**Reflections**

**Academics**

We're continuing to learn the profile of our mid-high students and what academic supports best meet our students' learning needs. With the addition of both a team-taught English and team-taught algebra class, in tandem with data-driven department meetings, we will continue to focus on programming that best meets the current learning needs of every student.

**Behavior**

Behavior data reflects a need for focused, intentional, and systematic building-wide supports. Our partnership with Continua and our building-wide emphasis on tiered behavioral support will address this need.

**Results/Outcomes 2019-2020**

**Reflections**



## Goal #2: Technology Empowered

*Our use of technology will be bold, intentional and accessible. Innovative approaches will be encouraged and embraced and our technology will be intuitive, collaborative and an empowering tool for students, staff and parents. Technology will transform our data systems to be unified, accessible, timely, informative, and adaptable, and capable of being tailored to each school, program, class, staff member and student.*

### DISTRICT AREAS OF STRATEGIC FOCUS

Infrastructure

*The district will maintain a technology infrastructure that enables buildings to successfully implement strategies and action steps to accomplish all their goals.*

### Building Goals and Strategies

**Building Goal:** We will conduct a survey of our staff to identify technology needs. We will then implement a plan to address the needs. Staff technology leaders, Instructional Coaches and outside professional development will combine to provide identified needs. We will continue to identify ways to use technology to improve teaching and learning. Current examples of this work are:

Action Steps 2017-2018	Action Steps 2018-2019	Action Steps 2019-2020
<ul style="list-style-type: none"> <li>A department/classroom example would be in our science classes where teachers are currently learning how to enhance their Google Classroom by including the following online tools: Edpuzzle.com, Screencastify.com and <a href="http://Ck12.org">Ck12.org</a>. Our Science Instructional</li> </ul>	<ul style="list-style-type: none"> <li>We will infuse, as requested, technology learning agenda learning items into our monthly professional learning opportunities</li> <li>We have incorporated additional lessons that reinforce our COLTS Expectations specific to digital citizenship for the 18.19 school year including an electronic Student</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to provide technology-relevant classes that best prepare our students to be technically competent. An example for the 2019-2020 school year would be our Technology Education and Literacy in Schools (TEALS)--a Microsoft Philanthropies program that connects classroom teachers with tech-industry</li> </ul>

Coach will lead the Professional Learning.

- In the last two years we have added new classes to our engineering and manufacturing electives. A new 8th grade elective for this year is Flight and Space. In this class students will design, build, program, test gliders and rockets. Another recent addition to our elective classes is our 8th Grade Manufacturing Technology where students will design and build. This class will lay the groundwork for high school level engineering and manufacturing courses and provide an additional opportunity for students to explore these fields as possible careers.
- In addition to our Robotics Club, we have started a new technology-based club called Technomedia that will allow students to interact with Photoshop, Dreamweaver (web design), Light Painting Brushes and small drones.
- As stated above, our math and English departments will continue to use technology to identify learning gaps. We are using interim assessments to target individual student needs and classroom/department interventions, along with electronic practice tests.

Handbook which includes with an integrated Student Handbook Quiz.

- As technology continues to evolve we will evaluate our class and curriculum offerings to make sure we are preparing our students for future success (i.e upgrading our engineering programs to Python program language).

volunteers to create sustainable CS (Computer Science) programs. Volunteers support teachers as they learn to teach CS independently over time. Cavelero's new offering, Intro to CS, is presented with a team of local engineers/programmers (volunteers) who have committed their time and talent to our students for the entire school year.

- We have updated our digital citizenship lessons to more intentionally target today's adolescent.
- Cell Phones: Our students' learning is important, and we do not want cell phones interfering with our learning goals. Subsequently, we are adopting the following cell phone policy: [OFF and AWAY until I SAY.](#)
  - Cell phones MUST be stored during the first and last ten minutes of every period
- Implementation of School YouTube channel for communicating school-wide expectations.
- In tandem with traditional tutoring services, tutoring services will be offered to support our students' ability to utilize technology associated with our CTE-related electives.

**Measures of Success – *how will we know it is working or not?***

- Throughout the school year we will survey staff to determine the effectiveness of our professional learning.
- We will track our digital citizenship behavioral referrals throughout the year.

- We will continue to survey staff to determine the effectiveness of our professional learning.
- We will continue to track our digital citizenship behavioral referrals throughout the year.

- We will continue to monitor interest/academic success of students enrolling in our CTE-related electives.
- We will continue to track our digital citizenship behavioral referrals throughout the year, with an additional emphasis on cell-phone infractions.
- YouTube channel will be functional with relevant videos during second semester.

**Results/Outcomes 2017-2018 & Reflections**

Professional learning opportunities for staff went well. However, there is a request to increase the frequency of whole staff technology learning opportunities.

The amount of discipline referrals related to technology did increase from 16.17. We will make changes to our COLTS Expectations lessons and look to increase the frequency of digital citizenship lessons/reminders to our students and staff.

**Results/Outcomes/Reflections 2018-2019**

We are learning how to best balance digital curricula that requires the use of technology while implementing initiatives that encourage responsible use of technology in an academic setting.

**Reflections**

As we learn more about the potential correlation between online activities and mental health symptoms, we will continue to balance our instructional practices to blend both traditional and digital instructional approaches. Additionally, as technology becomes more integrated into our elective programming, we will provide more support to ensure that all students are able to access their digital learning.

**Results/Outcomes 2019-2020**

**Reflections**

## Goal #3: Thoughtful Transitions

*Transitions in our district are planned, focused, collaborative and intentional. Whether transitioning from preschool to kindergarten, into the next grade, building, curriculum or to post-graduation endeavors, we will actively facilitate a path to success for students and staff.*

### DISTRICT AREAS OF STRATEGIC FOCUS

**Communication**

**Social**

**Academic**

**Post-Secondary**

*Technology is used to identify and support student need and monitor student learning as children move through our district. Technology is also used to support staff in transitioning to new grade levels, new positions, and new buildings by providing easily-accessible resources regarding curriculum, assessments, and instructional strategies all in one place. Lastly, technology is used to streamline and enhance communication with students and families.*

### Building Goals and Strategies

**Building Goal:** We will be in our second year of utilizing the **High School and Beyond** college and career planning tool on Skyward. This program will help personalize a student's education as they explore their interests and related careers. This information will help guide them as they build their 13th Year Plan. This program will help students and their parents more thoughtfully prepare for the scheduling of classes for the 2018-19 school year as well as begin the process for planning their college and career goals. 579 of our 656 current 9th graders started their High School & Beyond Plan last spring. However, due to time constraints many of those students did not complete the planning. As a part of our College and Career Readiness planning we will host several meetings with our parents with the goal of easing the transition to CMHS and eventually to LSHS and Beyond. Examples of these meetings are listed below.

#### Action Steps 2017-2018

- Math Title Nights will be offered in the fall, winter and spring. The goal of these meetings is to increase teacher/ parent communication, help parents understand how to access the Big Ideas curriculum and how they can help their child be successful in math class.
- Monthly Coffee and Donuts with the Principal Meeting: First one for the year was held 9/27/17 and 15 parents

#### Action Steps 2018-2019

- We will continue our Math Nights although we are now LAP. Goal of meetings is to encourage parent engagement and provide supports for students who have been identified as struggling math learners.
- Monthly meetings with principal will continue. Feedback has been positive although attendance varies.
- We will continue to host parent - teacher conferences two times a year.

#### Action Steps 2019-2020

- All counselors are more intentionally teaching the High School and Beyond college and career planning tool; the goal is for teachers to incorporate the planning tool, when applicable, into their instructional program.
- Our TRUST program (Teaching Responsibility, Understanding, and Skills for Transition) is being revamped to better serve the students' needs as a

attended. We presented the High School and Beyond planning tool, toured the school and had time for general questions and answers.

- We will also invite our parents to meet teachers and discuss their child's progress at Fall and Spring conferences.

- Our Check and Connect program has grown this year. We will continue to use At-Risk data to connect students with a trusted adult. This year our CTE teachers are partnering with Mentor Washington in a grant opportunity to engage at-risk students. This will help smooth the transitions from 7th to 8th and 8th to 9th. We are partnering with LSHS as well. Another goal of this work is to increase the number of students in CTE classes.

transition program from middle school to high school.

- For this year, we are adding an additional paraeducator to support students in their general education classes and implementing an intervention room to support students' emotional regulation with the intent of increasing time in general education classes.
- Release time will be provided for special education staff to meet with general education teachers to discuss accommodations, student assessment data, behavior plans, etc.; The goal is to support our students' overall success in both special education and general education classes.
- Increasing Life Skills transition plan between the middle schools, mid high school, and high school to include three components:
  - Family meetings for incoming students with next year's case managers
  - Student field trips to school to which they will attend
  - Meetings between outgoing teacher and incoming teacher to increase understanding of individual student needs
- Continued opportunities for identified students to participate in the district's

		Art Connect and/or Summer Connect Programs.
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**Measures of Success – how will we know it is working or not?**

<ul style="list-style-type: none"> <li>● We will continue to use multiple sources of data to place students who may need extra help (Lit Support, ASD, Title Math, Algebra Support) and will also send recommendations for students would benefit from extra support at LSHS.</li> <li>● Additionally, we will continue to use systems and supports (i.e. Homeroom Premium At-Risk Index and the Check and Connect intervention program) to identify and meet the needs of specific students who are identified as Tier II and or Tier III At-risk based upon their academic and or behavioral performance. As a part of this work we will continue our focus on reducing the number of students who fail classes (i.e. 9th grade students who fail Math, Science and or English).</li> </ul>	<ul style="list-style-type: none"> <li>● The transition process from and to CMHS will continue. By meeting with staff, students and families of our students we will be able to welcome our new students and prepare our students leaving to LSHS. We will continue to use this information to schedule our students and make changes as needed in our master schedule.</li> <li>● Our use of the At-Risk Index has continued to grow. An example of this is our new summer program called Jump Start where two of our teachers used transition information from the middle schools and the At-Risk Index to invite students to an academic and behavioral summer support transition program where the students connected with a trusted adult that will be one of their teachers this year. Another example is our CTE Check and Connect program where we link 8th-10th students with their chosen pathway. In both of these we will monitor and measure the At-Risk Index for improvements in academics, attendance and behavior.</li> <li>● We will teach our HS and Beyond plan to all students and track the number of students who complete their plan.</li> </ul>	<ul style="list-style-type: none"> <li>● We will continue to track the number of students who complete their High School and Beyond plan.</li> <li>● We will monitor the frequency of which our TRUST students are not attending their general education classes.</li> <li>● Completion of all three components of our Life Skills transition plan.</li> <li>● Continued Cavelero student participation for Art Connect and/or Summer Connect</li> </ul>
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**Results/Outcomes 2017-2018**

Measures of Success:

We will measure the progress of students completing their High School and Beyond Plan using a Skyward planning tool.

We will measure the at-risk index of students in our Check and Connect program throughout the year.

As the focus of our Commitment to Graduation program, we will continue to pursue our goal of 95% or more of our students leaving CMHS as mathematically on track towards graduation. In addition, we will also continue to measure 9th grade core class failure rate (overall and by sub-groups).

**Reflections**

Our HS and Beyond planning tool is up and running. A strength of the program is that it is personal to the students' college and career aspirations, but we continue to need a more supportive plan to implement the use of the tool as we have noticed not all students have completed their plan. With Check and Connect we had areas of success and areas of need. Some of these students improved academically, behaviorally and in their attendance while some did not. As mentors reflected on the year, areas for improvement were identified in the fidelity of the Check and Connect systems and practices.

Our Commitment to Graduation program continues to show successes. We will continue this program for 18.19.

**Results/Outcomes 2018-2019**

The district's Summer Connect program once again offered its two week (five hours per day) program designed to: Give high-risk teens (as identified by our at-risk index) a place to connect; foster growth of coping skill sets; help with thoughtful transitions; help caregivers address needs; and, support families to have their child in a safe and helpful place during unsupervised summer hours. Roughly 30 students were served (district-wide).

Additionally, the district also offered its Art Connect program, running for two weeks (four hours per day) to support growth in self-awareness, self-management, social awareness, and social engagement. Roughly 25 students were supported.

**Reflection**

Streamlining the transition process for both our incoming and outgoing students continues to be a high priority. Additionally, strengthening our partnership with our friends at Lake Stevens High School is also a priority. For the 2019-2020 school year, we have implemented several of the high school's initiatives to support our freshmen's transition to Lake Stevens High School.

**Results/Outcomes 2019-2020**

**Reflections**

## Goal #4: Engaged Community

*We consistently engage with our diverse communities of students, families, staff and the public. We create inclusive partnerships to share our sense of purpose and district goals, invite continuous input and act on the feedback we receive.*

### DISTRICT AREAS OF STRATEGIC FOCUS

Partnerships

Volunteers: Internal communications  
Multilingual engagement

External communications:  
Senior Citizens:

*Technology is used to identify and support student need and monitor student learning as children move through our district. Technology is also used to support staff in transitioning to new grade levels, new positions, and new buildings by providing easily-accessible resources regarding curriculum, assessments, and instructional strategies all in one place. Lastly, technology is used to streamline and enhance communication with students and families.*

### Building Goals and Strategies

**Building Goal:** We will increase our community engagement by finding more opportunities for our community to participate in school activities, increasing opportunities for our students to be active in our community and by telling our story more often on social media.

Action Steps 2017-2018	Action Steps 2018-2019	Action Steps 2019-2020
<p>We will continue to grow opportunities for our students to attend college and career planning opportunities. Examples of these opportunities are: La Chispa (we will be a regional host for the fourth year), Students of Color Career Conference at Everett Community College, and UW Discovery Days.</p> <p>We will look for more growth in our Parent Club. As a part of this goal we will identify more opportunities for parents to be involved at CMHS.</p> <p>We will work to increase the number of students and the number of service</p>	<p>We will continue to grow our social media presence on Facebook, Twitter, and Instagram to share the Cavelero story with our community.</p> <p>Partner with the community as a source of resources for our programming.</p> <p>We will continue to grow opportunities for our students to attend college and career planning opportunities. Examples of these opportunities are: ¡La Chispa! (we will be a regional host for the fifth year) along with the Students of Color Career Conference at Everett Community College.</p>	<ul style="list-style-type: none"> <li>● Cavelero will host three family nights on topics ranging from math support to teenage vaping trends.</li> <li>● Monthly, revamped family newsletters will provide families with specific information that supports clear and concise communication between families and Cavelero Mid High School.</li> <li>● Semesterly, Cavelero will host college and career planning days.</li> <li>● Continued participation in ¡La Chispa! (We will be a regional host for the sixth year).</li> <li>● Continued emphasis in providing diversified, high-interest extracurricular clubs</li> </ul>

<p>opportunities for our Builders Club (a partnership with Kiwanis). One of the activities our Builders Club will do is take on welcoming our new students to CMHS and the LSSD. We will match our new students with a student has a similar interest and or class period or lunch to ease the transition to a new community and school. We will hold monthly meetings with our new students and provide information about our district and community.</p> <p>We will become more efficient in our ability to tell our story via social media by increasing the relevance by posting new information on a regular and consistent basis. We must tell our story or someone else will. We established a baseline last year and have already seen an increase in our online presence. In September of 2016 we had 5,305 visits to our Facebook page. In September of 2017 we had 26,666 visits to our page. On Twitter September 2016 we had 1710 total impressions and in September 2017 we had 3903 impressions.</p>	<p>Work to increase the number of students involved in extracurricular activities including sports and student interest and service clubs such as NJHS and Builder’s Club.</p>	
<p><b>Measures of Success – how will we know it is working or not?</b></p>		
<p>We will look for increased student attendance at college and career planning activities.</p> <p>We will track the number of parents and volunteer hours logged at CMHS.</p> <p>In our Builders Club meetings we will survey our new students about how the transition to</p>	<p>Track Social Media analytics to look for and adjust to trend data provided by the Social Media providers.</p> <p>Continue to reach out to community partners such as Safeway and Microsoft to provide students with resources and opportunities for learning outside of the walls of Cavelero.</p>	<ul style="list-style-type: none"> <li>● We will track family participation/attendance during hosted family evening events.</li> <li>● Using data from the District’s annual spring parent survey, we’ll monitor the perception of our community members on our communication and its relevance.</li> </ul>

<p>Lake Stevens was for them as well as grow the number of students in our Builders Club.</p> <p>We will continue to measure how well we tell our story in social media by tracking the number of followers on our Facebook and Twitter accounts.</p>	<p>Students from Cavelero Mid High School will be attending ¡La Chispa!, Students of Color Conferences and WE day.</p> <p>Track and monitor the number of students from Cavelero that are attending extra-curricular activities from 2017-2018 school year to the 2018-2019 school years.</p>	<ul style="list-style-type: none"> <li>● We will track the number of participants in our clubs.</li> </ul>
<p><b>Results/Outcomes 2017-2018</b></p> <p>For the 2017-2018 school year, 118,948 total Cavelero Facebook page views for an average of 414 per day. This represents an increase of 107% from the 2016-2017 school year. This trend continued with the number of “Likes” as well. Similar trends were found in Twitter and Instagram. This focus allows us to share the story of Cavelero Mid High School with our community in a timely, meaningful and consistent basis. 118,948 total, 414/day average.</p> <p>Students continue to be engaged in extracurricular activities including service clubs such as National Junior Honor Society and Builders Club, sports, and student interest clubs ranging from Harry Potter club to K-Pop. Data on membership is tracked and analysed for trends. Students are also able to explore the world outside of Cavelero through activities such as ¡La Chispa! and the Students of Color Conference.</p> <p><b>Reflections</b></p> <p>The trend data supports our desire to have the Cavelero community interacting with our social media presence and looking towards it as a place to learn our story. The use of social media on a timely and consistent basis allows our community quick and easy access to the positive things happening at Cavelero Mid High School.</p> <p>We continue to offer students opportunities to learn about and plan for their life after K-12 education, elicit and utilize the generous support of our community (including a \$20,000 and a \$5,000 grant from our local Safeway to our robotics and CTE programs), and offer 20+ student clubs and afterschool activities. Intentional tracking and analyzing of data allows for the staff of Cavelero Mid High School to adjust and meet the needs of our students. Partnering with the community not only allows for resources to enter the school but also allows for a symbiotic relationship between our school and our community as a whole.</p>		
<p><b>Results/Outcomes 2018-2019</b></p> <p>Our clubs and programs continue to attract a high number of COLTS; in fact, 329 students participated in clubs during the 2018-2019 school year.</p> <p><b>Reflections</b></p>		

¡La Chispa! allows students of hispanic descent to connect with other students from around the state as well as an opportunity to celebrate their culture. Additionally, through the use of clubs and athletics, Cavelero continues to provide students with opportunities to gain experiences. Our focus on the use of Social Media allows us to tell the Cavelero Story to the public at large and allows an “inside look” into our clubs, sports, and classrooms.

**Results/Outcomes 2019-2020**

**Reflections**