Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements for Shorewood High School:

The majority of indicators on standard three (Standard 3: Teaching and Assessing for Learning) are highly ranked by all constituents. Surveys, interviews and data all concur to indicate that the school offers a quality, rigorous instructional program overall and that great majorities of students are succeeding at a high level.

The community opened a new, purpose designed 220,000 square foot academic building in 2013 and will complete the outdoor campus in 2015, making Shorewood a renewed center of community pride. The school has accomplished significant development of functioning PLC's. PLC's are linked to ongoing teacher professional development and evaluation through use of the Danielson Framework for teaching. While the staff is committed to PLC’s there is work yet to do in the use of student data and common assessment to improve instruction.

The school has significantly improved student achievement on multiple measures while increasing overall student participation in rigorous courses. The rate of student failure is down and graduation rates are up. There are some promising statistics in achievement gap measures including impressive growth in AP enrollment and performance, closed achievement gaps in a graduation rate of 89.5%, and strong test results on external measures.

The school community maintains:
- A clear, community-wide focus on student learning;
- Data-driven decision-making to improve programs, teaching and learning;
- A continuous and cyclical School Improvement Plan process;
- A tiered system of academic intervention programs and structures, including "Homework Club" Academic Coaches, AVID, ELL, SIOP Classes, a range of special education services, extended graduation support, and common assessment support;
- Exceptional support teaching professional development including 22 National Board Certified teachers and the district coordinator on staff;
- Adoption of the Danielson Framework to promote continuous teacher growth;
- A strong leadership team;
- A well-planned and implemented district curriculum in alignment with common core standards and the district's mission for college and career ready graduates;
- State-of-the-art technology, infrastructure and iPads for every student;
- School-wide Guidance programs including comprehensive College and Career Counseling.

Recent Awards & Recognition:
- In 2014 Shoreline School District was selected as an AP Honor Roll District for simultaneously increasing enrollment in AP classes and increasing student achievement on AP exams.
- Recipient of the Washington Achievement Award in 2011 for "Extended Graduation Rate" and 2012 for "Overall Excellence."
- Selected as one of "America's Best High Schools" by Newsweek Magazine in 2009 and 2010.
- Among the top 10% of public high schools in the country in the Washington Post's "Most Challenging High Schools" for 2011 and 2013.

Areas for Improvement

Standard 3:
The self-study/accreditation process identified the following areas:
School-wide student achievement data indicates some areas of significant improvement in achievement gaps, particularly in graduation rates and Advanced Placement Courses and test results. Data also show continuing achievement gaps in math and science, especially for Hispanic students, students with disabilities, and ELL students.

Standard 1:
Shorewood students identified five student relationship issues on their survey. These observations were reinforced in dialogues with students. The school may consider developing a staff and student-led plan to foster greater respect between students, student groups and staff. The school may also consider more participatory student council/RSVP or other student voice program to foster broader engagement and ownership in the student community.

Standards 1, 3, 5:
Three inter-related issues arise related to teaching and learning.
1) Students do not feel that 'teachers change their teaching to fit my needs,' that they have an adult mentor at school 'who knows them well and takes interest in them,' or that the school curriculum helps them 'deal with issues in real-life.' The School may consider the following suggested actions or others to address these findings: In addition to differentiation and support currently in place through SIOP, AVID, and academic intervention classes and support programs, a new Student Academic Support period has been adopted this year that may help address some of these issues. However, some school-wide, systematic approach to address students' emotional needs may be researched, considered, and potentially piloted.

2) The self-study indicates consensus that staff would like additional collaborative work time to schedule and complete collaborative work in the "Professional Learning Community" model, and to collaborate on multiple academic change initiatives. These include instructional improvement through the Danielson framework for teaching, Common Core State Standards, Smarter Balance Assessment, and Core 24. The School and District may consider restructuring time within the working day and calendar within the parameters established by collective bargaining, the District Work Calendar and the building schedule that is under our control.

3) Teachers are aware that to meet new academic standards, they need more skills in common assessment, the use of data, evaluation and providing meaningful feedback. This is particularly needed by new staff members. District provided professional learning focuses appropriately on district led initiatives such as the Danielson Framework, Common Core State Standards and curriculum adoption. The School and District may consider ways to provide this additional school directed and job-embedded professional development with resources and any available time that are under our control.

Standard 4:
This is an overall area of strength with several items to be addressed:
- The Library/Media Center staffing and budget is currently approximately $12,000 per year. The librarian and self-study have identified a need for refreshing the library collection to meet needs as curriculum and instruction are rapidly changing. The building leadership staff will consider a sizable allocation of building carryover funds in March, 2015. The School and District may consider additional continuing funding
for library materials and equipment when possible.

Standard 5:
Shorewood enjoys an engaged and supportive parent community with varying degrees of awareness regarding the school's successes and efforts to improve. School staff, students, and families concur that there is room for growth in the areas of differentiated instruction and staff/student/family advocacy, as such the School and District may consider a more structured plan for sharing comparative performance data and school attributes to make the community more aware of school programs and achievement. The parent leadership and school administration are collaborating to renew and enlarge parent involvement and renewed leadership as the current cohort of leaders pass from the school.