

Site Plan

School Year: 2010-2011

School: Tahoma Senior High School

Date: January 2011

Area of Focus: Raising our state assessment scores in Reading, Writing, Math, and Science

1. Our school is in the following year of implementation:

Year 1 (*plan attached*)

Year 2

Year 3

2. We have updated the following components of our plan and attached the updates:

SMART Goal

Data Collection Plan

Professional Development Plan

3. Our plan incorporates an emphasis on the following characteristics of Effective Schools (check all that apply):

<input checked="" type="checkbox"/> Clear and Shared Focus	<input checked="" type="checkbox"/> Frequent Monitoring of Teaching and Learning Focused Professional Development
<input checked="" type="checkbox"/> High Standards and Expectations	<input checked="" type="checkbox"/> Supportive Learning Environment
<input checked="" type="checkbox"/> Effective School Leadership	High Level of Community and Parent Involvement
<input checked="" type="checkbox"/> High Levels of Collaboration and Communication	
<input checked="" type="checkbox"/> Curriculum, Instruction and Assessment Aligned with Standards	

4. Additional comments:

Jessy A. Duf

January 20, 2011

Principal Signature

Date

THS School Improvement Plan

School:

Dates: January 2011 – January 2014

Staff Endorsement: T&L Review: School Board Review:

A. Data Review Indicators

Student Achievement

State Assessments

- MSP / HSPE

State Accountability

- Accountability Index
- AYP Matrix
-

District Core Assessments

- Reading
- Writing
- Math
- Science
- CBAs

District Outcomes and Indicators

- CBAs
- Project rubrics

Interventions

- Specialized classes
- Mid-Winter break and spring break intercession
- After school support
- EOC diagnostic tests and practice materials

Perception Data

Staff surveys

- PLC
-

Student surveys

- Climate “My Voice”
-

Demographics

Demographic Factors

- Gender
- Ethnicity
- F&R Lunch

Special Populations

- Special Ed
- ELL

Special Programs

- Intervention groupings

School Processes

Classroom Observations Walk-Through

Grade Level / Team

Data analysis, assessment and goal Setting

Collaborative Analysis of Student Work / Scoring Conferences

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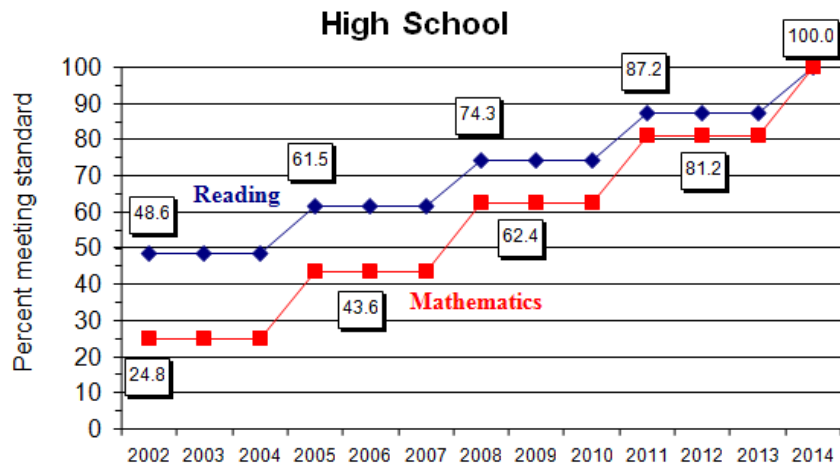
B. SMART Goals - Overall Student Achievement

1. Examining the last three years data as a baseline, students will improve their performance on the MSP/HSPE as outlined below in the percent of those meeting standard:

		School Data			Target Goals				State Uniform Bar
		2008	2009	2010	2011	2012	2013	2014	2014
Reading	Grade 10	95.4	91.3	89.1	90	92	94	95	100
	English 10 Workshop				70	73	76	79	
	English 10				93	94	95	95	
	English 10 - Global Academy				93	94	95	95	
	English 10 - Outdoor Academy				100	100	100	100	
PreAP Lit				100	100	100	100		
Writing	Grade 10	94.3	92.0	90.0	92	93	94	95	
	English 10 Workshop				70	75	80	82	
	English 10				93	94	95	95	
	English 10 - Global Academy				90	91	92	92	
	English 10 - Outdoor Academy				98	98	98	98	
	PreAP Lit				100	100	100	100	
Math	Grade 10	68.6	57.0	51.4	57	TBD			100
	EOC Algebra				10% above state	TBD based on 2011			
	EOC Geometry					TBD based on 2011			
Science	Grade 10	62.3	56.9	61.4	66	EOC - Biology			
	Inquiry Science 10				63	Baseline EOC 2012			
	Inq 10 - Global Academy				53	Baseline EOC 2012			
	Inq 10 - Outdoor Academy				92	Baseline EOC 2012			
	Chemistry				97	Baseline EOC 2012			

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HIGH SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)



Adequate Yearly Progress Goal
(required if school didn't meet AYP)

	# SE 2010	% MS 2010	Safe harbor # 2011
SE Reading	45	35.6	19
All Math	516	57.0	320
SE Math	42	21.4	12
Low Income Math	62	46.8	36

Made AYP Overall: No In Improvement: Step 3

Number of Yes:	10	Number of No:	7	% of Yes/Total:	58.8%	Number of N<Required:	20	Number of NA:	0
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Select year: 2009-10 [go](#) Summary Description

Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	Yes	No	Yes	Yes	Yes				
American Indian	N<Required	N<Required	N<Required	N<Required					
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required					
Black	N<Required	N<Required	N<Required	N<Required					
Hispanic	N<Required	N<Required	N<Required	N<Required					
White	Yes	Yes	Yes	Yes					
Limited English	N<Required	N<Required	N<Required	N<Required					
Special Education	No	No	No	No					
Low Income	Yes	No	Yes	No					
Number of Yes:	10	Number of No:	7	% of Yes/Total:		58.8%	Number of N<Required:	20	Number of NA:

Overview of Special Education Work to Support Meeting AYP Goals

SE Reading

Continued implementation of the Language! Program for students significantly below grade level. For students working closer to grade level English 10 workshop with resource support and Reading Lab classes are supporting student skill development.

SE Math

The high school special education teachers and math teachers are teaming together to provide support for students in a pre-Algebra class in preparation for building skills in preparation for the Algebra EOC test. Students significantly below grade level continue to work to build math skills in a fundamental math program.

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Accountability Index

Tahoma Sr. High School, 2008

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	7	7	5	4	6	5.80
Low-inc. ach.	7	6	3	2	3	4.20
Ach. vs. peers	6	5	4	5	4	4.80
Improvement	4	4	4	4	4	4.00
Average	6.00	5.50	4.00	3.75	4.25	4.70

Indicator	Reading	Writing	Math	Science	Grad Rate
Non-low inc. ach.*	94.75%	95.74%	71.17%	64.91%	92.37%
Low-inc. ach.*	92.31%	81.13%	51.11%	40.0%	75.75%
Ach. vs. peers**	+0.17	+0.08	+0.05	+0.15	+0.59
Improvement**	+0.05	0	+0.01	+0.05	-0.10

↑
Index
(GOOD)

* Percent meeting standard for content areas, extended graduation rate
 ** Content areas measured using the Learning Index

Tahoma Sr. High School, 2010

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	7.0	7.0	3.0	4.0	6.0	5.4
Low-inc. ach.	6.0	6.0	2.0	2.0	4.0	4.0
Ach. vs. peers	4.0	3.0	3.0	4.0	4.0	3.6
Improvement	4.0	4.0	4.0	7.0	5.0	4.8
Average	5.25	5.0	3.0	4.25	4.75	4.45

Indicator	Reading	Writing	Math	Science	Grad Rate
Non-low inc. ach.*	90.62%	91.86%	57.36%	64.36%	94.45%
Low-inc. ach.*	86.76%	89.23%	46.88%	42.62%	84.31%
Ach. vs. peers**	0.03	-0.08	-0.09	-0.02	2.06
Improvement**	0.02	-0.04	-0.01	0.16	2.99

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Index
(Good)

* Percent meeting standard for content areas, extended graduation rate
 ** Content areas measured using the Learning Index

Tahoma Sr. High School, 2009

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	7	7	4	4	6	5.60
Low-inc. ach.	6	6	2	1	4	3.80
Ach. vs. peers	5	4	4	5	5	4.60
Improvement	2	1	1	3	4	2.20
Average	5.00	4.50	2.75	3.25	4.76	4.05

Indicator	Reading	Writing	Math	Science	Grad Rate
Non-low inc. ach.*	93.8%	94.3%	61.1%	60.5%	91.2%
Low-inc. ach.*	87.3%	87.5%	44.8%	32.8%	81.7%
Ach. vs. peers**	+0.09	-0.02	-0.01	+1.10	+3.3
Improvement**	-0.14	-0.17	-0.25	-0.10	-0.5

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Index
(GOOD)

* Percent meeting standard for content areas, extended graduation rate
 ** Content areas measured using the Learning Index

Accountability:

An analysis of the accountability data shows gains in many of the areas. Areas for focus are achievement vs peers and low income math and science.

Site plan goals include work in the areas of math and science and writing to academic interventions for struggling learners.

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School Climate Goals: ONE SCHOOL: *Every Bear Counts*

Using multiple data points from the student attitude survey given in Spring 2011, there will be a ten percent increase in students reporting a sense of belonging at Tahoma High School.

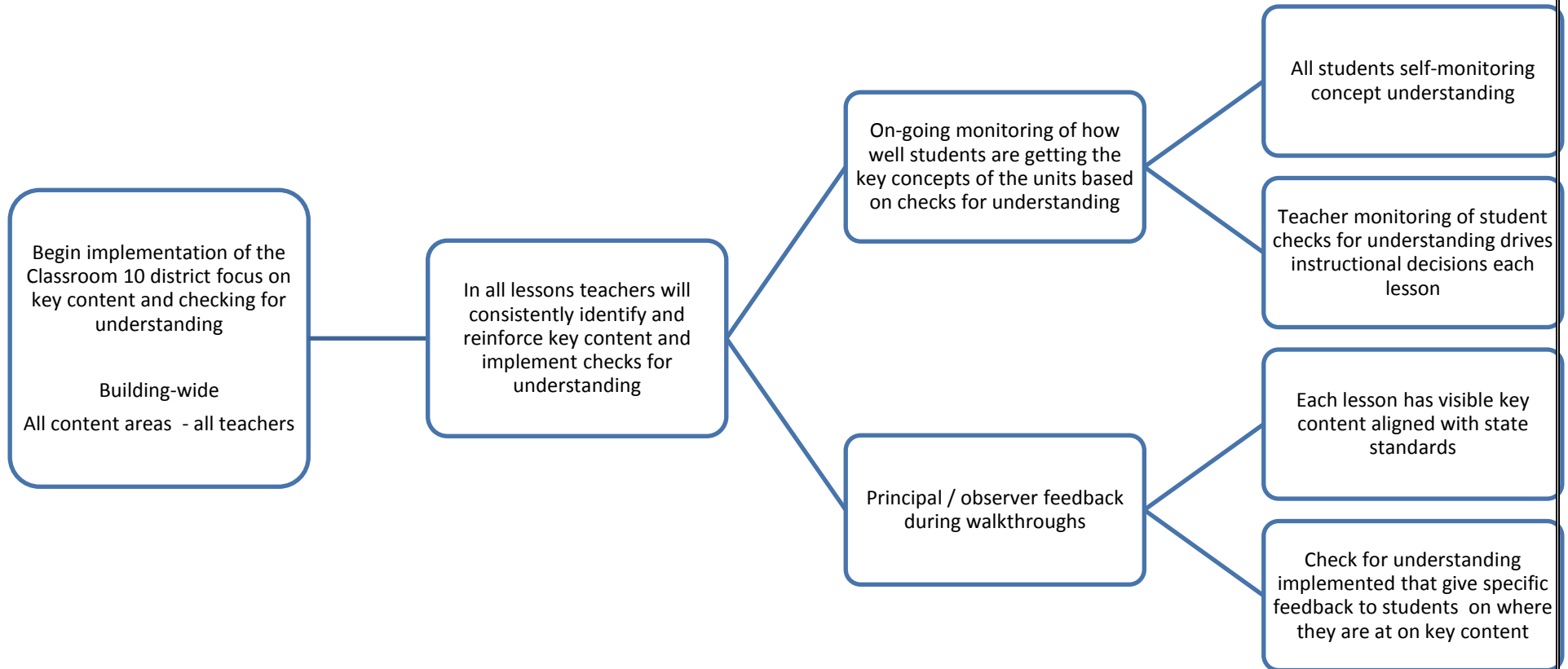
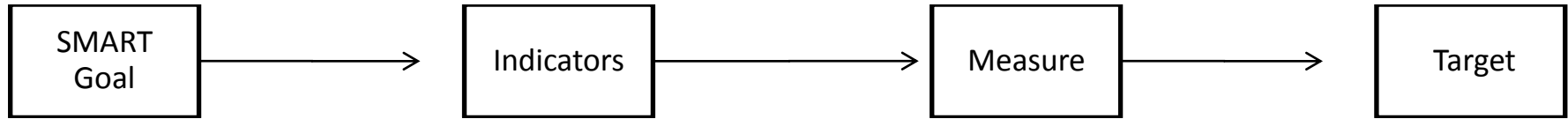
<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that students...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
Introduce concept of “Every Bear Counts” to all students at class meetings	For all students to understand and take ownership of the goal for the year	Fall 2010	School Administration	
Engage ASB and advisories around “One School” and how every Bear Counts is a focused extension of One School	Create ownership of the school culture among students in leadership positions	Fall 2010	ASB Council, School Administration, Leadership Staff	
Train teachers during staff development days on concept of Every Bear Counts and the Fred Principle	Understand goal for the year and equip with tools to empower and lead students	Fall 2010	School Administration, Leadership Students	
Set up incentive rewards for students: *Students given tickets for acting out the Every Bear Counts Principles *Draw prizes weekly during October/November At assembly draw student names for prizes in front of peers. Draw two students Feb-June each month. One will	Reward pro-social behavior that aligns with the four Every Bear Counts Principles	2010-2011 School Year	THS School Staff	

THS School Improvement Plan

receive a prize basket put together by teacher planning periods and the other will win the student of the month parking spot.				
Organize a festival culminating in an assembly. Student and teacher donations to Maple Valley Food Bank are collected and placed in the gymnasium during assembly.	To extend Every Bear Counts to the local community and help foster a sense of pride and belonging among staff and students	Fall, Winter 2010	Teacher Leaders, School Administration	
Follow up with Challenge Day students to discuss how Challenge Day and Every Bear Counts can work together and what should our next steps be as a school to promote belonging	Challenge Day students have insight and training into tolerance and belonging and can offer insight and ideas for building a stronger school culture	Winter 2011	School Administration, Diversity Club Advisor and Members	
Work with advisory representatives throughout the year to develop the concept of Every Bear Counts and weave it into the school culture on a daily basis. Each advisory will develop an activity they will lead around the theme of Every Bear Counts.	Promote all school involvement and foster belonging throughout school year	2010-2011 School Year	School Administration, ASB Council	

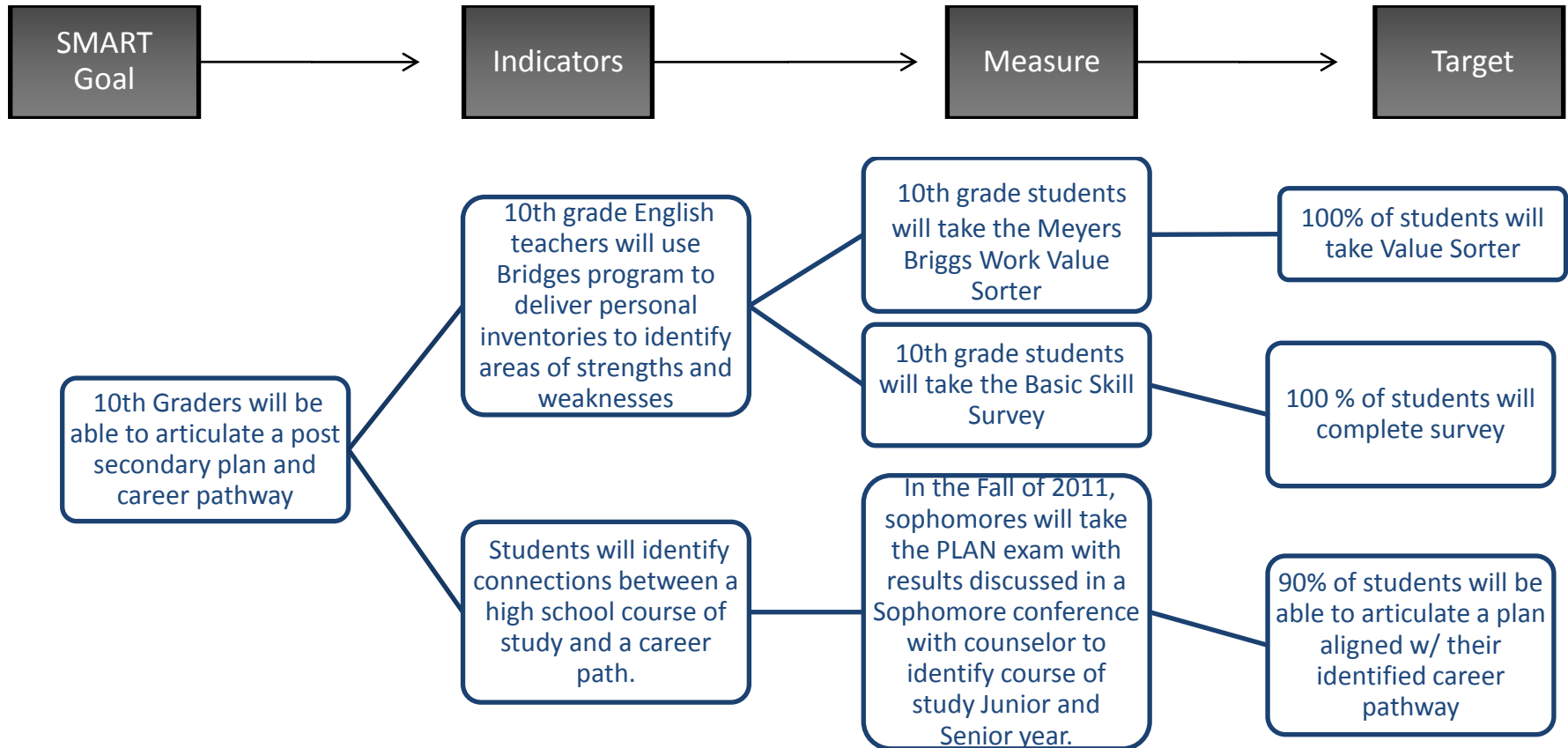
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Academic Goals - All Classes Implementation of Classroom 10



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CTE Career Focused Goals



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CTE School Improvement Work Plan

<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
1. Maintain professional development with Bridges Program and available support options	Develop teacher capacity for Career development	2011-12 Ongoing	English 10 Teachers Counseling Staff	CTE
2. Conduct personal Inventories (Meyers Briggs Work Value sorter and Basic Skill inventory) to sophomores through English 10 courses to identify career aptitude	Create student awareness of strength and weakness as they relate to high school planning for post secondary opportunities	Fall 2011	English 10 Teachers	CTE
3. Administer PLAN aptitude test to all Sophomores	Students have clear understanding of aptitude and interest to develop career pathways	Fall 2011	Counselor Staff	CTE
4. Conference with each sophomore to review PLAN results	Articulate coursework for junior and senior year to support post secondary plans	January 2012	Counseling Staff	CTE

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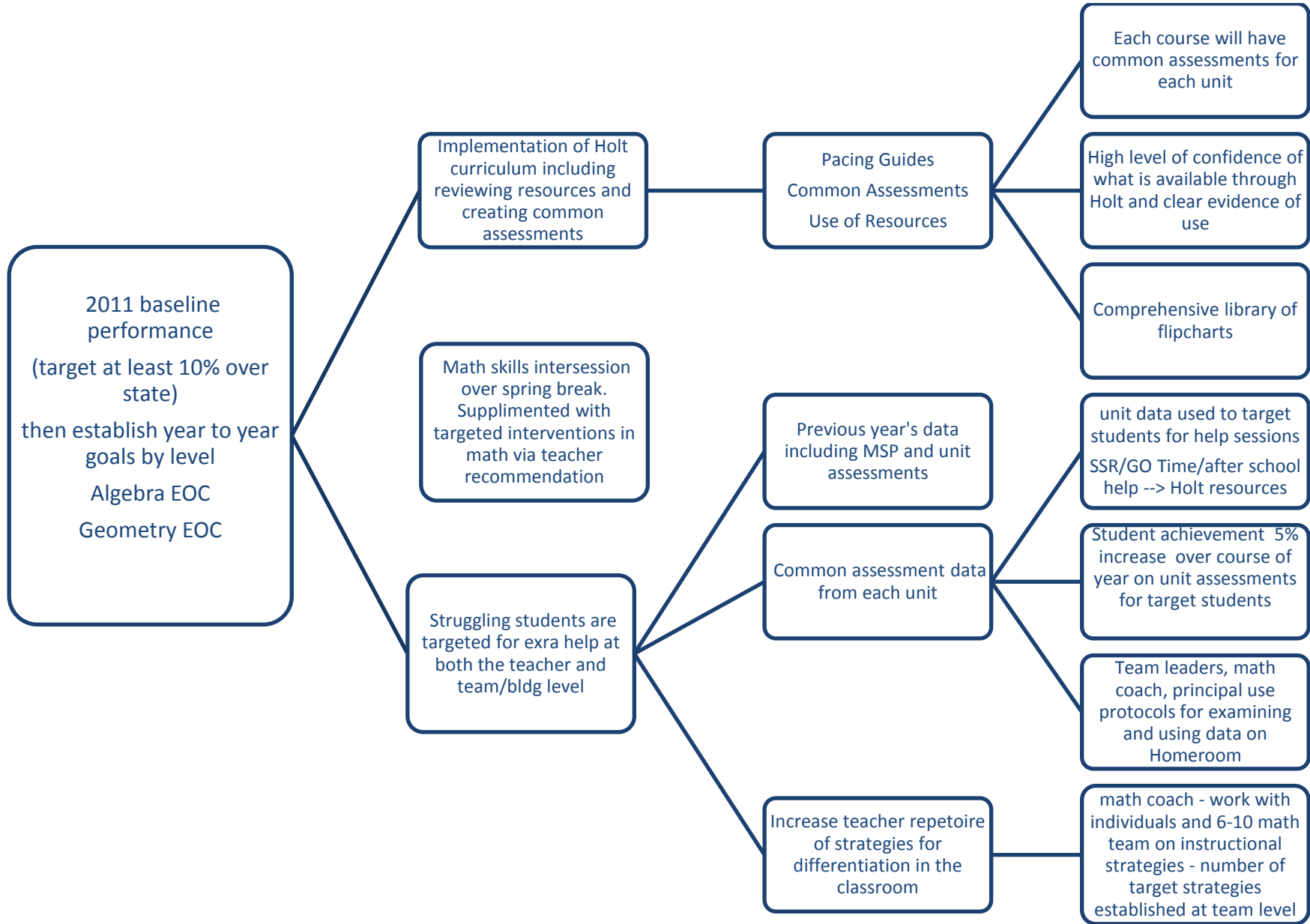
SMART Goal Statement for 2010-11; Math

After a comprehensive review of Tahoma High School's HSPE/WASL data on the State Assessment and district core assessments, the data for Tahoma high school shows a continued need to improve student performance on the state HSPE assessment in Math. Math assessment changes dramatically this year to "end of course (EOC) assessments in Algebra and Geometry. We have the added complication that current 10th grades will also be measured via "make-up" assessments if they are beyond geometry, thus many 10th graders will take multiple math assessments in June 2011. We believe we are well positioned for improvement due to our curriculum and the focus of the new assessments on specific math content, i.e. a geometry assessment. Our math team has taken the new Holt curriculum and worked on alignment to the new state and national math standards. We believe the Holt curriculum is a much better fit and design for student math success through a more rich and rigorous sequence of learning. We need to be cautious of an "implementation dip" with the new curriculum but all staff are encouraged and optimistic at this point. Therefore, at Tahoma, we will increase student performance in all areas, expecting 100% of students to demonstrate positive growth on the Spring 2011 EOC (EOC Algebra and Geometry & make-up).

In the area of Math for 2010, 21.3% of students are at Level 4, 34.6% of students are at Level 3, 22.2% of students are at Level 2, and 17.2% of students are at Level 1 on the Math measures. Specifically, we will expect the percentage of students achieving a Level 1-4 to be above the state average by 10%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%.

Math

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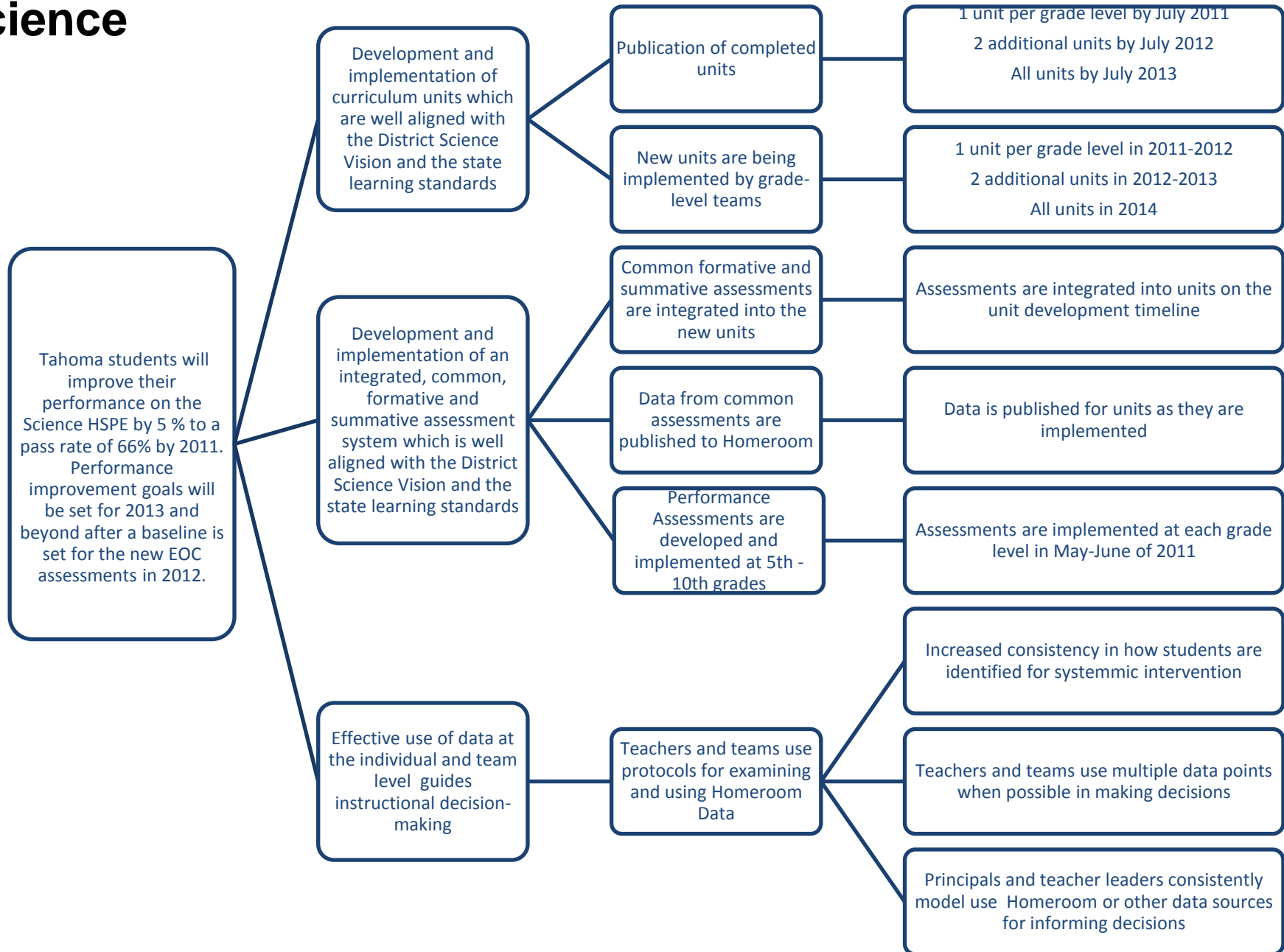
SMART Goal Statement for 2010-11; Science

THS will increase student performance in the area of Science, expecting 100% of students to demonstrate positive growth on the Spring 2011 HSPE. Specifically, we expect the percentage of students achieving a Level 4 to be at or above 15%. We will expect students achieving a Level 3 to be at or above 51%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 25%.

We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%. Our science scores are among the highest in the state yet alignment and assessment are still emerging across Washington State.

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Science



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School Improvement Work Plan for Science Grade 10+

<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that students...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
Development and documentation of units	Will have a Classroom 10 aligned curriculum in all Inquiry 10 classes	1 unit by July 2011	Ethan Smith, Dale Lehman, Bill Weis writing team	District
Continued refinement of common unit assessments	Assessments aligned with key content and state standards	On-going	10 th grade team with assistance as needed from Ethan Smith	Building
Alignment of curriculum units for EOC Biology test in conjunction with 9 th grade team	Will pass EOC Biology in 2012 for graduation requirement	In place for Fall 2011	Ethan Smith, 9 th and 10 th grade science team	District
Continue after school help sessions and test retake strategy for students needing extra time and support in science	Will have extra help as needed and be more likely to pass their science classes	On-going Weekly	10th grade science team members	Building
Development of an additional science course that will support students who don't meet standard on the science HSPE → Biology EOC to meet the graduation requirement and modify Marine Science to align with EOC requirements.	To provide opportunity for students to build skills for retake opportunities and to put together a collection of evidence and pursue the other options for demonstrating standard and meeting the graduation requirement	Fall 2012	Principal, science department head, Ethan Smith, T&L	District

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SMART Goal Statement for 2010-11; Writing

After a comprehensive review of Tahoma High School’s HSPE/WASL data on the State assessment and district core assessments, the data for Tahoma high school shows a continued need to improve student performance on the state HSPE assessment in Writing. Therefore, at Tahoma, we will increase student performance in all areas, expecting 100% of students to demonstrate positive growth on the Spring 2011 HSPE (Writing).

In the area of Writing, 57% of students are at Level 4, 32.3% of students are at Level 3, 4.3% of students are at Level 2, and 1.6% of students are at Level 1 on the Writing measures. Specifically, we will expect the percentage of students achieving a Level 4 to be at or above 60% and at level 3 at 32%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%.

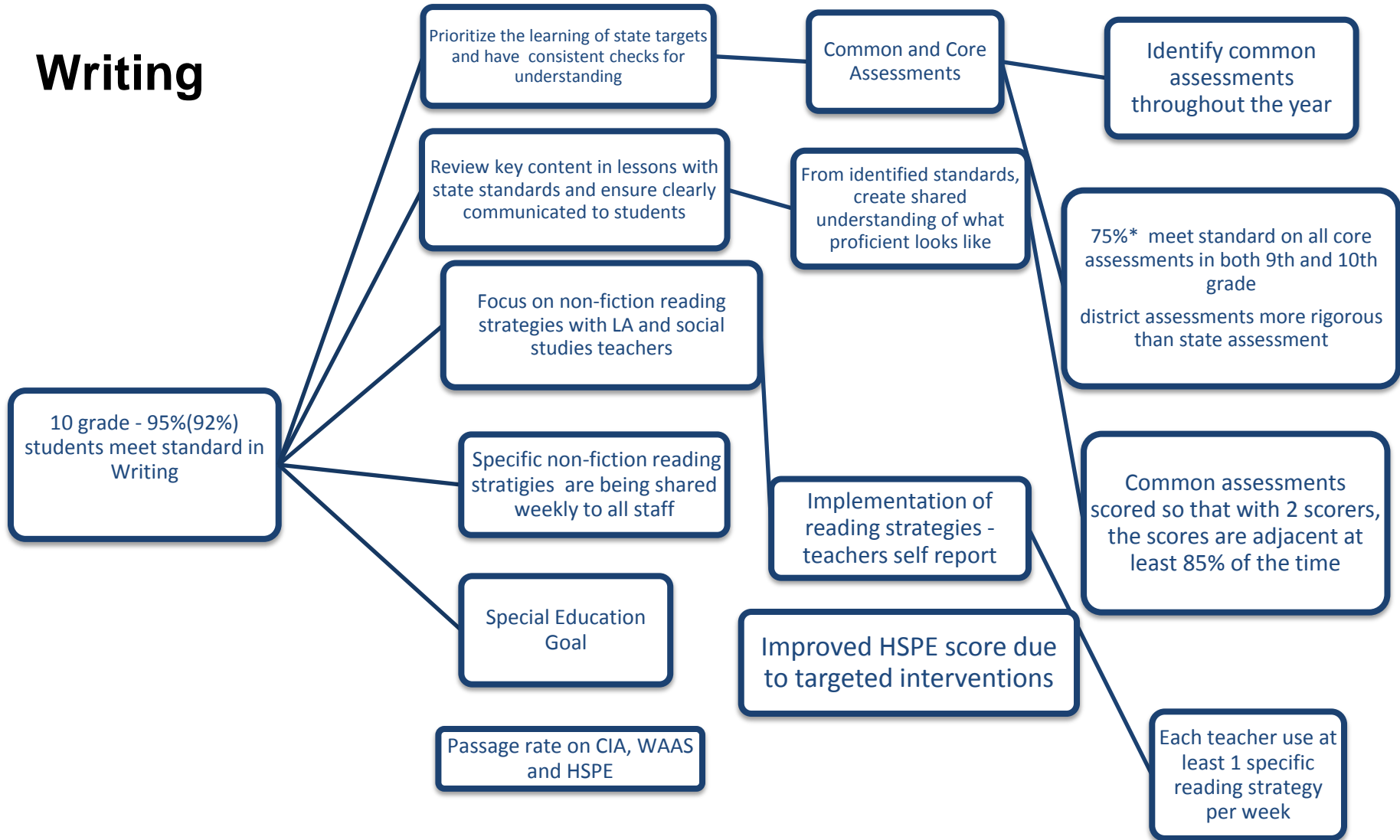
10th grade Writing

School Improvement Work Plan for Writing

Activity <i>We will.....</i>	Rationale <i>So that students...</i>	Time Frame	Person(s) Responsible	Budget
Review lessons to ensure state targets are clearly identified	Can have access to learning the state targets	Nov. 2010 – June 2010	English Department	
Communicate to students each lesson what state target (key content) is being taught	Know what it is they are supposed to be learning	Nov. 2010 – June 2010	English Department	
Offer intervention outside of class time. Including a “winter session” for students identified as level #2 & #1	Can receive more specialized and individual help in writing.	Spring 2011	10 th grade LA teachers	Building
10 th grade Workshop: Identify “at risk” 10 th graders to be placed in LA workshop	Small classes designed to build skills in writing for success on HSPE (workshop)	Fall 2010	Counselors and LA staff 9-10	
Basic Integrated 11: Integrated program in SS/LA for 11 th graders who fail 10 th grade HSPE	Targeted class specifically designed for struggling readers and writers. COE is included as an intervention as well as SAT/ACT	Fall 2010	Social Studies and LA departmental collaboration	
Critical Writing: Specifically designed instruction for struggling non-Special Ed. writers, includes COE	Targeted reading goals and strategies to assist students who have not passed writing by grade 12 HSPE	Fall 2010	LA department and counseling department	

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Writing



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SMART Goal Statement for 2010-11; Reading

THS will increase student performance in the area of Reading, expecting 100% of students to demonstrate positive growth on the spring 2011 HSPE.

In the area of Reading, 64.8% of students are at Level 4, 24.8% of students are at Level 3, 4.1% of students are at Level 2, and 1.8% of students are at Level 1 on the Reading measures. Specifically, we will expect the percentage of students achieving a Level 4 to be at or above 65% and level 3 above 25%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%.

THS will increase student performance in the area of reading, expecting 100% of students to demonstrate positive growth on the spring 2011 reading HSPE.

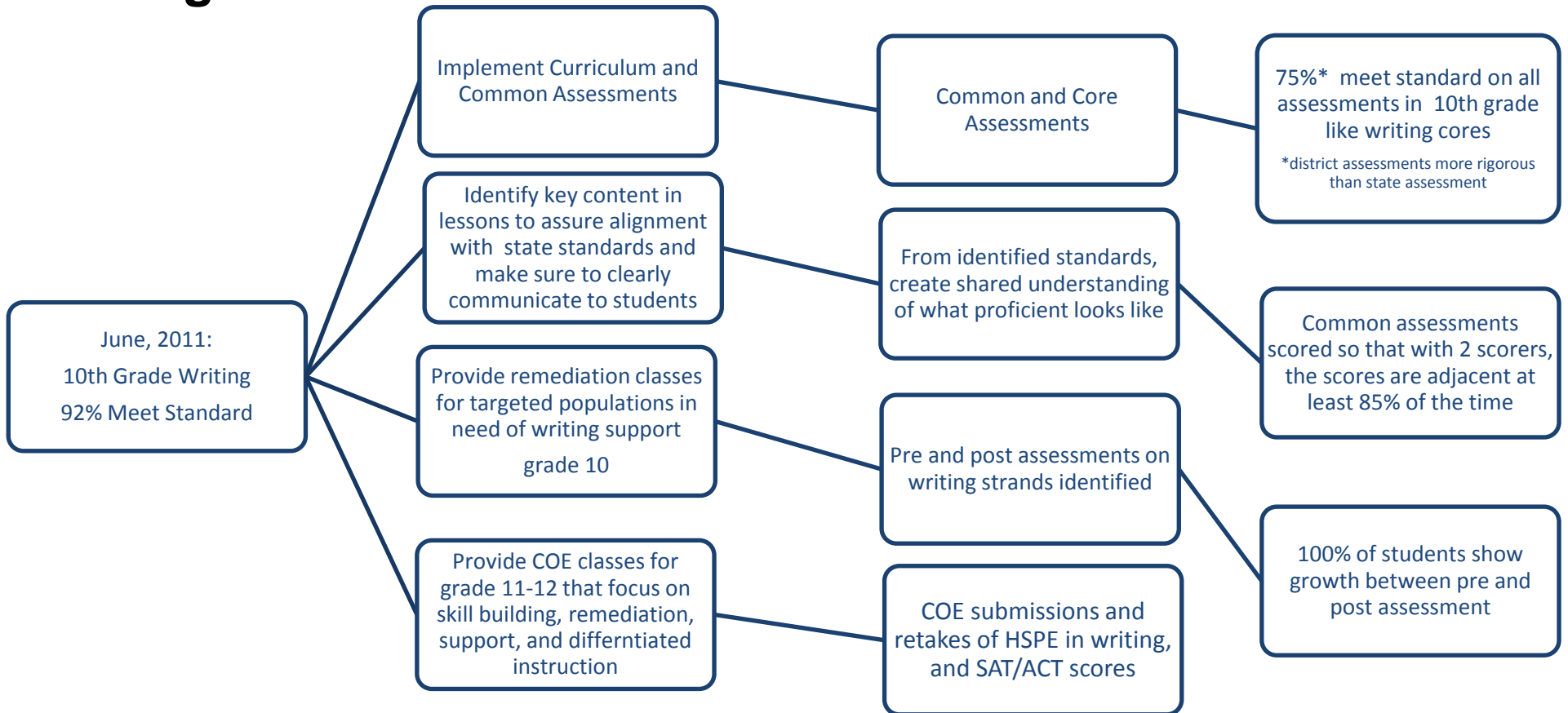
THS School Improvement Plan

School Improvement Work Plan for Reading

Activity <i>We will.....</i>	Rationale <i>So that students...</i>	Time Frame	Person(s) Responsible	Budget
Review lessons to ensure state targets are clearly identified	Can have access to learning the state targets	Nov. 2010 – June 2010	English Department	
Communicate to students each lesson what state target (key content) is being taught	Know what it is they are supposed to be learning	Nov. 2010 – June 2010	English Department	
Offer intervention outside of class time. Including a “winter session” for students identified as level #2	Can receive more specialized and individual help in math.	Spring 2011	10 th grade LA teachers	Building
10th grade Workshop: Identify “at risk” 10 th graders to be placed in LA workshop	Small classes designed to build skills in reading for success on HSPE	Fall 2010	Counselors and LA staff 9-10	
Basic Integrated 11: Integrated program in SS/LA for 11 th graders who fail 10 th grade HSPE	Targeted class specifically designed for struggling readers and writers. COE is included as an intervention as well as SAT/ACT	Fall 2010	Social Studies and LA departmental collaboration	
Reading Lab: Specifically designed instruction for struggling non-Special Ed. Readers, includes COE	Targeted reading goals and strategies to assist students who have not passed reading HSPE	Fall 2010	LA department and counseling department	

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Reading



THS School Improvement Plan

SMART Goal Statement for 2010-11: Academic; Struggling Learners and AYP

June 2011(or once results are posted), there will be a 10% improvement in the number of F/R Lunch, special education and 504 students meeting and exceeding standard(Safe Harbor) in all sections of the HSPE and an overall 10% reduction in the number of D's and F's earned by these students.

Rationale for goal;

Sophomores that enter Tahoma High School with a 2.0 G.P.A. or lower are at much greater risk of not graduating or even remaining enrolled at Tahoma than their peers.

Transfer students entering Tahoma earn a lower grade point average than their Tahoma peers.

Special education and 504 students are not performing at the same level as general education students, despite implementation of accommodations. Additionally, we are not meeting AYP in Special Education Math or Low income Math.

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<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that students...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
Distribute the list of students not at standard on the HSPE to teachers so that they can provide differentiation to students in need	Can be targeted for remediation and support to meeting CAA and graduation requirements	2011-12	Assessment director and counseling	
Work with content area teachers of identified students to implement differentiated instruction strategies to meet standard while working toward COE	Classroom 10 used as a means of reaching struggling learning providing the 3 R's	2011-12	T and L and building Classroom 10 work	
Monitor student grades in core academic classes and determine if students are adequate making progress.	Attempting to prevent failure and creating a student mind-set, that "Failure isn't an option"	2011-12	Counseling and THS administration	
Determine appropriate interventions for math courses based on new data from the EOC in Alg. and Geo.	Can be best situated for success based on the new math standards and curriculum	2011-12	District math coach, T & L and math department	
Enroll students in Math and English support classes held during the school day that aim to re-teach/pre-teach concepts and improve foundational skills... Workshop, Basic Integrated, reading lab, math 10...	Added academic support in smaller classes focused on specific deficit areas creating targeted student success	2010-12	Counseling as informed through assessment data and HOMEROOM portal	

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Regularly reflect on student progress and revise strategies/interventions if progress lacking	Exposed to newer methodologies and best practices	2011-12	Joint Leadership Team.	
Add an “enhanced tutorial” period while exploring SSR viability	Maximize the instructional time at school to be productive and full of supportive learning experiences	2011-12	Tutorial steering committee	
Enhance Link Crew students as academic coaches in content classes and tutorials for 10 th grade and train quarterly	Have peer tutoring and support for academic and social success	2011-12	Leadership Advisor and Link Crew team	
After School Tutorial support provided by qualified teachers in specific core content areas	Provide extended and enhanced opportunities to for individual help after school	2011-12	Tahoma Admin team	

THS School Improvement Plan

School Improvement Plan State and Federal Requirement Check List

- Evidence and date of annual school board approval
- Evidence staff certification requirements were met
- Evidence the plan is based on self-review and participation of required participants (staff, students, parents, and community members)
- Brief summary of use of data to establish improvement
- How continuous improvement in student achievement of state learning goals and essential academic learning requirements (EALRs) is promoted
- Recognition of non-academic student learning; what and how
- Plan addresses nine characteristics of successful schools
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective School Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment
 - High Levels of Community and Parent Involvement
- Plan addresses educational equity (gender, race, ethnicity, culture, language, and physical/mental ability)
- Plan addresses use of technology to facilitate instruction
- Plan addresses parent, family, and community involvement