Wahluke High School
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School Improvement Plan

WHS’s Mission Statement
Preparing people……
Who demonstrate
Achievement
Respect
Resourcefulness
Innovation
Organization
Responsibility
Service….
In a global community

School Year 2012-2013
Title I School wide Components:

- Number 1 – Comprehensive Needs Assessment—Page 6
- Number 2 - School wide Reform Strategies—Page 12
- Number 3 - Instruction by Highly Qualified Staff—Page 6
- Number 4 - Professional Development Activities—Page 27
- Number 5 - Attract High-Quality, Highly-Qualified Teachers—Page 6
- Number 6 - Strategies to Increase Parent Involvement—Page 28
- Number 7 - Transition Plans for Middle School and High School Levels—Page 29
- Number 8 - Teacher Included in Assessment Decisions—Page 31
- Number 9 - Provide Assistance to Students Experiencing Difficulty—Page 8 and Page 14
- Number 10 - Coordination and Integration of Federal State and local services—Page 30
Description of School Community and Team Members

Overview of Wahluke High School

Wahluke High School (WHS) is located in the irrigated farmlands along the Columbia River in Grant County. The major industry of the area is agriculture and, as a result, the majority of the students served by the school are from families who depend on the related industries for their livelihoods.

The students served come from highly impoverished backgrounds, this is evidenced by the fact that 92% of the student body qualifies for free and reduced priced meals. The student demographics of the school indicate that 93.8% of the students are Hispanic, 5.8% are White, and the remainders are Native American. The school operates with the understanding that more than 50% of the students are undocumented aliens. This fact is a major impact on preparing students for success after high school as it diminishes the ability of the students to see themselves as being able to attend post secondary schooling.

In an effort to meet the needs of all students WHS offers a wide array of classes that range from remedial classes designed to help students gain high school level skills, to traditional high school classes, and to college in the classroom classes that are partnered with Central Washington University and Eastern Washington University. Also, the school offers a variety of digital learning opportunities, CTE programs, Running Start and Tech prep through a variety of community colleges, and special education classes.

In addition to the school’s academic work there is a full range of co-curricular activities available to the students. These activities include athletics, clubs, service organizations, and applied learning opportunities. It is schools’ hope to have a co-curricular program the meet to needs and interests of every student.

Wahluke High School has developed partnerships with a number of organizations and institutions in an effort to improve the educational experiences of the students we serve. Some of the school’s partners in recent years include:

- Central Washington University
- Eastern Washington University
- Heritage University
- Washington State University
- Big Bend Community College
- Grant County PUD
- Kiwanis International
- Quincy Masonic Lodge
- Regional Alliance for College Success
- Wahluke Enrichment Organization
- Mattawa Area Multicultural Chamber of Commerce
Wahluke has also received a number of accommodations for its efforts to improve student learning. These awards include the following:

- The Ethel Percy Andrus Legacy Award for Innovation (2008)
- OSPI Washington Achievement Award (2009)
- Washington School of Distinction (2010)
- State Migrant Education Program achievement Award for Math Instruction (2011)

Leadership/Planning Team Members

Mia Benjamin, Assistant Principal
Adrea Bezdicek, Health and Fitness Teacher
Joseph Kiesel-Nield, Science Teacher
Russell Kirsch, Special Education Teacher
Russell Kovalenko, Admin. Intern
Cody Marlow, Social Studies Teacher and Parent
Jan Phillips, Counselor
Jeff Pietila, Principal

Samantha L. Sanders, CTE Business Teacher
Michael Smith, CTE Director
Holly Urness, Language Arts Teacher
Jose Vidot, Math Teacher
Vanessa Weaver, Art Teacher
Lucinda Wiser, Instructional Coach
Corey Zirker, Parent
The purpose of the Wahluke High School Improvement Plan is to provide the school community with a framework that allows for a continual renewal process that is based on student achievement, perceptual, contextual, and demographic data that will allow for all students to have opportunity to achieve at their highest levels. The key is to raise student achievement levels by focusing on the continual improvement in the areas of teaching and learning, school climate, and community engagement. While designed to meet the educational needs of all students this plan purposefully addresses the needs of learners who face disadvantages created by culture, language, poverty, and lack of academic achievement. The plan calls for annual reviews intended to assure that the efforts of the school are in line with the current best practices as they relate to classroom instruction. The annual review will also focus on the need to implement and monitor programs that assure continued student success.

The review process will occur with the collaboration and support of the school community, its patrons, and will support the Title 1 Schoolwide Program (SWP) as designed to facilitate systematic changes in our educational system (as necessary) in the educational programs of our high poverty high school.

Through the implementation of this change and renewal process we will increase the academic achievement levels of our educational and economically disadvantaged students by providing them with services and programs that have been shown by research to lead to increased success for all students.

As we implement our plan, we will see levels of change that will be sustained and supported and will be reflected in the climate and culture of our school.
Shared Vision and Guiding Principles of Wahluke High School

Mission Statement

Preparing people…..

Who demonstrate
Achievement
Respect
Resourcefulness
Innovation
Organization
Responsibility
Service….

In a global community

We Believe

❖ All children can learn.
❖ Teachers must teach in the ways students learn.
❖ Students must take ownership for their own learning.
❖ Everyone must be treated with dignity and respect.
❖ All instruction must be appropriate to the biological maturity level of the learner.
❖ Teaching and learning is done as part of an interdependent community.

Description of the Data Carousel / SWP#1 & SWP # 3 & SWP # 5

Wahluke High School’s portfolio provides a format for the on-going assessment of student learning, communications with all aspects of the school community, and continuous improvement of student learning. The portfolio contains data in four categories, 1) Demographics, 2) School Context (These are combined into a single section of the assessment), 3) Student Achievement, and 4) Perception. Achievement data is updated five times annually; this and other data are added annually to reflect progress towards our goals and vision.
The school is home to approximately 520 students in grades 9 through 12, and additionally hosts music education and an English Language Learners (ELL) program for level one students in grades 6 through 12. The number of students attending the school is dependent on the seasons of the year. In the spring and in fall the numbers are higher than in the winter. This is directly related to the growing seasons as many of the school’s families are migrant and dependent upon seasonal farm labor as their source of income. At the present time Spanish is the first language and the language of the home for 85% percent of the students at WHS.

The student demographics of the school indicate that 93.8% of the students are Hispanic, 5.8% are White, and the remainders are Native American. The school operates with the understanding that as many as 50 percent of the students are undocumented aliens. Thirty-seven percent of the students at WHS are served by the schools ELL program, and 12% receive services from the schools special education program.

In 2011-2012 Wahluke High School is the place of employment for 38 highly dedicated certificated educators. Sixty percent of the instructional team has received a masters’ degree and of these, eight have professional certification beyond the masters’ level. One teacher has a doctorate, and two are National Board Certified teachers. Although fully certificated, two Wahluke High School staff members do not meet the No Child Left Behind status of being a Highly Qualified teacher. One of these had completed the work for this status this year. The second is a Special Education teacher who is HQ for high school language arts, but not for high school math. That teacher has a plan to meet the required status.

A specific area of concern is in the area of cultural competence. This concern is reflected externally by a lack of involvement by parents in the academic lives of their students, and internally by the percentage of Latino or bicultural/ and bilingual staff members. Of the instructional and clerical staff, five are Latino and bicultural and 10 are bilingual. The school engages in a variety of efforts to support the culture and language of the students we serve.

At all times telephone communications are handled by personnel who can communicate with parents in their native language. All mail and announcements, including phone messaging services, are in both Spanish and English. When parents come to the school, all office staff members are able to greet community members and help them to feel comfortable, and translation services are available at all times.

Wahluke is continually looking to recruit teachers and staff members who reflect the students and community we serve. These efforts include attendance at recruitment fairs in the spring, and the development of partnerships with the academic departments of the universities and colleges in our area.
Additional efforts to improve the cultural competence of the school include the hiring of a migrant graduation specialist, and use of a sheltered instruction model that is designed to build background and support the language and experiential needs of the students we serve. Additionally the school has supported the development of a Mariachi band that performs throughout the community and region, and provides a variety of clubs like MEChA that are designed to support the educational, cultural, and leadership needs of the students we serve.

**Wahluke High School Demographic Data School Context Data**

Wahluke High School is located rural Grant County, Washington in the town of Mattawa. The school is home to approximately 520 students in grades 9 through 12, and additionally hosts music education and an English Language Learners (ELL) program for level one students in grades 6 through 12. The number of students attending the school is dependent on the seasons of the year. In the spring and in fall the numbers are higher than in the winter. This is directly related to the growing seasons as many of the school’s families are migrant and dependent upon seasonal farm labor as their source of income. At the present time Spanish is the first language and the language of the home for 85% percent of the students at WHS.

Many of the students come from a background of intense poverty. This is evidenced by two facts; the level of poverty is so high that the school provides free meals to 100% of the students, and the town of Mattawa is the second most densely populated “city” in the state of Washington.

The student demographics of the school indicate that 93.8% of the students are Hispanic, 5.8% are White, and the remainders are Native American. The school operates with the understanding that as much as 50% of the students are undocumented aliens. Thirty-seven percent of the students at WHS are served by the schools ELL program, and 12% receive services from the schools special education program.

The average daily attendance rate during the 2011-2012 school year for the students enrolled at Wahluke High School is 95% and 89.5% of the students graduate on time. The dropout rate at the school is 2.3%.

In 2011-2012 Wahluke High School is the place of employment for 38 highly dedicated certificated educators. Sixty percent of the instructional team has received a masters’ degree and of these, eight have professional certification beyond the masters’ level. One teacher has a doctorate, and two are National Board Certified teachers. Although fully certificated, two Wahluke High School staff members do not meet the No Child Left Behind status of being a Highly Qualified teacher. One of these had completed the work for this status this year. The second is a Special Education teacher who is HQ for high school language arts, but not for high school math. That teacher has a plan to meet the required status.
Students at Wahluke High School have made great strides in their personal growth as learners and as speakers of English. That said, student scores in Washington’s standardized testing program are not where they need to be. The scores listed below reflect the 2011-12 spring High School Proficiency Exams for reading, writing, and science, and the End of Course Exams for algebra and geometry.

- **Reading:** HSPE (grade 10)- 74% Proficient
- **Writing:** HSPE (grade 10)- 78% Proficient
- **Biology:** EOC – 26% Proficient
- **Algebra:** EOC - 57% Proficient
- **Geometry:** EOC - 61% Proficient

Data also included examination of:

- WLPT-II scores and the number of students that transitioned out of the program
- Number of Students failing multiple classes at the end of first semester
- Number of Students enrolled in AP or Running Start classes
- MAPs Data
- Parent involvement in student led conferences
- Attendance and discipline records

To improve student achievement, the staff of Wahluke High School has implemented the following activities:

- Developing and implementing HSPE and EOC like questions for use in the classrooms on a regular basis.
- Running summer school programs specifically directed to address deficiencies prior to the August HSPE and January EOC makeup exams
- Working with teachers to identify deficiencies and design lessons that address these areas of concern
- Providing after school opportunities for all students where they can receive assistance from the instructional staff.
- Providing Professional Development opportunities for teachers which are designed at state standards and the best practices of instruction.
- The establishment of Collection of Evidence opportunities for students who need to demonstrate their learning in a format other than that of the HSPE or EOC exams.

In spite of the need to increase the school’s level of successful completion on the HSPE and EOC exams, Wahluke High School and its students are resilient in regards to high school
graduation, 89.5% of the students graduate on time. The resilience is indicated by the fact that the extended graduation rate for WHS is 97.4 percent, and that the dropout rate at the school is 2.3%.

Stakeholders analyzed data using a “data carousel” activity. Data displays were created for each data category. Stakeholders rotated from table-to-table analyzing the data to discern Wahluke High School’s strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

**Wahluke High School Perception Data**

Wahluke High School’s perception data is based on the results of the 2010 Educational Effectiveness Survey that was conducted with the assistance of the Center for Educational Effectiveness (CEE). This survey is based on the 9 Characteristics of High Performing Schools.

Based on the summary results of the CEE study, at least 70% of the staff believes that the school meets the characteristics at a sometimes true, often true or almost always true level. The exception to this belief on the part of the staff is in the areas of the school being a supportive learning environment. In depth study into this component of the 9 characteristics indicates that the staff perceptions of concern are in the areas of safety at school and the levels to which students and teachers engage with each other regarding the academic success of the learners. Other areas of concern to the staff include the level of parent and community involvement in the school, and the area of high standards and expectations.

The level of parent involvement at Wahluke High School is in need of improvement. In spite of the issues regarding culture, language, and poverty that keep parents away from the school it is clear that involvement in their students’ school experience is a key for improving student achievement.

It is the perception of the staff that only 45% stated that they believe that all students can meet the state’s standard in reading. The collective perception is even lower for math where only 26% of the staff believes that all students can meet the state’s math standards. When asked the same question about the staff’s personal believe about student success, the numbers go up to 55% and 48% respectively.

**Assessing Strengths and Areas of Concern using the Data Carousel**

Members of the school community met to identify and discuss what they saw as areas of strengths and concerns related to Wahluke High School. Data used as part of the carousel included recent years results from the states standardized tests, Measure of Academic Progress (MAP’s) results, “F” lists from grade progress checks, discipline and attendance
reports, the school’s data wall, the school’s bubble lists, and the school’s most recent results from the Educational Effectiveness Survey. The member’s personal perceptions and beliefs about the school were an additional source of empirical data used by the committee as they went through their work. After the members of the community had an opportunity to review the data, they ranked what they perceived to be their top three to five thoughts regarding the strengths and concerns of the school. These individual rankings were compiled to generate composite rankings that have been used to create the foundation of the improvement plan.

Areas of Strength:
- Wahluke High School is a supportive school community
- Student support programs are many and diverse
- The improved use of data to inform instruction and determine student placement has been beneficial to student learning

Areas of Concern:
- Academic success, including the completion of homework
- Parent involvement in the high school and its programs: An assessment of parent involvement indicates that they are not participating to the levels that fully support student achievement.
- The need to increase the number of opportunities for cross-curricular teaching and learning

Assess our work in cultural competence

Wahluke High School continually strives to improve its knowledge in the area of the cultures of the community it serves. The staff is committed to the use of instructional strategies that increase the ability of the students to communicate in English while honoring and supporting the hopes, traditions and expectations of the students and their families. At Wahluke the teachers and staff receive continual training on skills that build background information and scaffold student learning. The use of Sheltered Instruction Operational Protocols in every class and subject is a key to meeting this goal. Additional efforts to continue the school’s efforts in the area of cultural competence include staff book studies, providing programs that bring in speakers who can serve as role models for the student body, and identifying curricular materials that appropriately honor the cultures represented within the school and community.

Wahluke High School understands that many parents feel uncomfortable when asked to come to school. With this understanding, the school is continually looking for ways to reduce this discomfort. These efforts include taking advantage of opportunities to employ bilingual/bi-literate teachers and staff members, assuring that the office is staffed with people who can communicate in Spanish and English, and seeing that all written and oral
communications with families, including phone messages, letters, and the district website are presented in the language of the home.

Wahluke High School provides a variety of events and activities designed to engage parents and families in the lives of their students. These include bi-annual student led conferences with their parents, quarterly informational events where parents can learn about and discuss such things as post secondary education, class offerings, and class registration. Other areas where parents are encouraged to engage in the life of the school include informational teas, and student recognition events. The school is continually reviewing its policies and practices to look for new and additional ways to improve services for all students and families.

**Improvement Goals / SWP #2**

Based on the prioritized areas of concern, stakeholders developed the following improvement goals:

**School-Wide Reforms Strategies and Goals / SWP#2**

Wahluke High School’s school-wide reform strategies are incorporated into our action plans. We have established goals for language arts, math, science, technology, and parent and community communications based upon the comprehensive needs assessment. In support of these goals and action plans we have included research supported methods and instructional strategies for the improvement of student learning into the life of the school. The staff will use these strategies and goals to guide their instructional strategies and to improve student learning. The revised district calendar and building schedule provides for bi-weekly 90 minute Professional Learning Community meetings designed to allow members of the instructional teams opportunities to focus and collaborate with colleagues around the individual and collective student data to increase student learning by meeting the individual needs of all students.

**Language Arts:**
All students will improve their reading and writing by a minimum of two RIT points yearly as measured by the NWEA MAPs tests. The improved reading and writing skills will be further reflected by 80% of all students meeting the Washington standards on the 2012-13 HSPE exams.

**Math:**
By providing concentrated review and practice opportunities, WHS students will demonstrate increased knowledge and skills in mathematics as measured by an increase in the percent of students, 61% on the Algebra EOC and 67% on the Geometry EOC, who meet Washington standards on the 2012-13 EOC exams.
Science:
All students will demonstrate an increased awareness and understanding of the role that science plays in the lives of all learners. This increased awareness will be measured by 40% of all students meeting the Washington science standards on the 2012-13 Biology EOC exams.

Technology:
All members of the Wahluke School community will see the integration of technology as having a positive and supportive role in the educational process. This will be measured by 80% of the parents, staff, and students stating that this is “Almost Always”, or “Often True” as measured by the Center for Educational Effectiveness Survey for 2012-13.

Parent and Community Communications:
All community members and parents recognize that Wahluke High School is available to them and that they are welcomed at the school. The belief that the school is a welcoming and supportive place will be measured by the 2012-13 Center for Educational Effectiveness Survey. The goal will be considered to be met if 80% of the parents and community members offer a positive review of the school Almost Always or Often True.

Study Process / SWP #2
Inclusion in Wahluke High School’s Improvement Team was based on teacher expertise, interest and availability. Teachers were asked to reflect on areas of strength and interest, and were then provided the opportunity to be on the team in which they felt they could contribute the most. The team members received input, from, and shared their work with, the various PLC groups and the staff as a whole. Additionally, team members were charged with the responsibility to ensure that the plans are / were being consistently and accurately implemented and to provide support to building colleagues in these efforts as needed.

School Improvement Team Members

Language Arts:
Lucinda Wiser and Cody Marlow
Mathematics:
Jose Vidot, Lucinda Wiser, and Russell Kovalenko
Science:
Joe Kiesel-Nield, Jose Vidot, Jeff Pietila, and Corey Zirker
Technology:
Samantha Sanders and Joe Kiesel-Nield
Parent and Community Communications:
Adrea Bezdicek, Diane Anthony, Jan Phillips, and Jeff Pietila
Study Team Recommendations

The study teams have established the following recommendations:

- During the PLC’s bimonthly meetings the professional groups will use the data wall and other sources to review current student, grade level, and building data.
- The School Improvement Team (SIT) will meet quarterly to review and work on professional development regarding instructional practices.
- The SIT will reassess the various action plans review pertinent data and determine if adjustments or revisions are necessary to improve student learning.
- If recommendations are made, the SIT will share their suggestions to the staff during staff meetings, early release days, or at staff meetings. Once the school community has had the opportunity to become informed regarding the recommendations, and consensus is reached among the members of the SIT, the members will work with the various PLC groups and others to establish action plans and implement the needed changes.

Action Plans / SWP #2

The following action plans were based upon an analysis of data in Wahluke High School’s portfolio and the recommendations from study teams. Plans include goals, activities, professional development and resources needed to implement plan, timelines, and persons with lead responsibility, and methods/data for monitoring the effectiveness of the strategies selected.

Instructional Program Description / SWP# 9

Wahluke High School is a comprehensive high school that serves all learners. The class offerings are designed to support all learners in their efforts to be ready for life after high school. Students can take advantage of paths of study that range from special education to vocationally based CTE programs to college prep studies that include Advanced Placement classes and fully credited college credited classes that are taught in the school’s classrooms during the regular school day.

In addition to the work of being a comprehensive school, Wahluke High School offers targets classes and programs designed to support students in their efforts to meet high school graduation requirements. Remedial classes, designed to help students develop high school level skills, are offered in the cores subjects of reading, writing, math and social studies. Additional support services are targeted at ELL and/or migrant students. These services include the employment of a migrant graduation specialist and bilingual and bicultural staff members, who’s efforts are designed enhance to academic rigor and expectations of students served by these programs.
Embedded in all teaching and learning activities at Wahluke are three key components designed to improve the academic success of all learners. These three items are the SIOP instructional modalities, the Teaching Writing: Structure and Style writing program, and Prime Time, Wahluke’s advisory program that focuses on the Navigation 101 program.

The eight components and 30 features of the SIOP program are designed to support the teaching and learning of second language learners. Wahluke uses these research supported teaching modalities in all classes, and with all learners regardless of the academic and language abilities of the learner.

The Structure and Style writing program is used in all curricular areas to assist learners in their efforts to enhance their communications skills. The infusion of this program has allowed all writers to dress up their writing. It is the goal of the school that this program will increase the levels of student success on the HSPE and EOC exams.

Wahluke’s Prime Time advisory program is designed after the Navigation 101 program. All students are assigned an advisor who will work with them weekly throughout their high school career. In the weekly meetings the advisory groups will build a portfolio that demonstrates their annual efforts in a variety of areas that includes post secondary education and vocational planning, the development of job and life skills, goal setting, and self reflection that culminate in the meeting of a Washington state graduation requirement, a Senior Portfolio Presentation.
Action Plan Outline

**Language Arts School Improvement Goal:**
Improve reading and writing skills as measured by 80.0% of students meeting reading and writing standard on the 2012-2013 HSPE, and by a two point yearly RIT increase for the class average as measured by the NWEA MAP test.

**Strategy:** Focus on academic achievement

**Rational:** By developing and establishing consistent and rigorous expectations, student achievement will improve.

<table>
<thead>
<tr>
<th>Activities/Tasks to achieve this goal</th>
<th>Professional Development</th>
<th>Timeline</th>
<th>Resources Available</th>
<th>Who is Responsible? Who is involved?</th>
<th>Monitoring effectiveness</th>
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</table>
| Increase informational text activities for all students to reflect Common Core Standards. We need a 70/30 informational/literary balance. | • Reading in the content area.  
• Writing: Structure and Style | 2014 (state test) | Increased number of classrooms engaged in informational text activities to reflect a 70% informational text balance. | • Lucinda Wiser  
• Heather Roossien  
• Heather Lutz  
• Shanalyn Knackstedt  
• Steven Hilmes  
• Kelli Finney | • Students will have college and career ready reading skills as evidenced by the MAPS and HSPE.  
• Increased performance on informational text in the MAP data. |

| Develop collaborative scoring of student work using common rubrics and generalize expectations across the curricula. | • Develop rubrics in each department  
• Collaborative Scoring | 2012-2013 | • Style and Structure  
• On line current MLA style  
• CBA  
• Release items for HSPE Benchmark assessment | • Jeff Pietila  
• Lucinda Wiser  
• PLC leaders across departments | • Score a common writing assignment using common rubric at least twice a year  
• Increasing achievement on writing assessments |

| Utilize teaching strategies such as:  
• Thinking Maps  
• Marzano highly effective strategies  
• SIOP  
To improve accessibility to all students | • Thinking Maps training  
• Lesson Study  
• Book Studies  
• SIOP training | On-Going | • Instructional Manual on Thinking Maps  
• SIOP Manual | • Jeff Pietila  
• Lucinda Wiser  
• WHS teaching staff | • Observed use of Thinking Maps for content communication  
• Improved students communication skills  
• Improved WELPA (WLPT-II) scores |
## Action Plan Outline

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</table>
| Emphasis on writing to inform or persuade | • Writing Structure and Style  
• Writing to inform PD  
• | 2014                       | • OSPI writing modules  
• Writing: Structure and Style  | • English Department  
• Social Studies Department  
• Science Department  
• CTE Department  | • Increased HSPE scores in writing and other high-stakes assessments  
• Increase Teacher dialog and use of collaborative writing process across all departments. |

### Language Arts School Improvement Goal:

Improve reading skills as measured by 80% of students meeting standard on the 2012-2013 HSPE, and by a two point yearly RIT increase for the class average as measured by the NWEA MAP test.

**Strategy:** Align Curriculum to Common Core State Standards

**Rational:** By developing and establishing consistent and rigorous expectations, student achievement will improve.

<table>
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</table>
| Provide ongoing in-service for all teachers to fully implement Common Core State Standards | Common Core Standards PD | 2014-2015 School Year | • OSPI sites  
• Book Studies  
• Conferences  | • Jeff Pietila  
• Lucinda Wiser  
• PLC Leaders/ Members  | Objectives should reflect the Common Core Standards |
## Action Plan Outline

**Math School Improvement Goal:**
Improve WHS students’ knowledge and skills in mathematics as measured by 61% of Algebra 1 students and 67% of Geometry students meeting the standard in math on the 2012-2013 EOC.

**Strategy:** Implement best practices to enhance academic achievement.

**Rational:** By providing extended time for mastery of standards base curriculum content, student achievement will improve.

<table>
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| Create academic environments that provide students with more time to practice and create healthy study habits. | • Research best practices  
• Peer observations  
• Student tutor program  
• After school Tutor program | 2012-2013 | • Staff  
• Paraprofessional  
• Math Student Tutors  
• 21st Century Program | • Jose Vidot  
• Geir Dalan  
• John Ellsworth  
• Brycen Bye  
• Sara Benjamin | • Improved benchmark results  
• Improved EOC results  
• Improved Maps results  
• Regular Formative Assessments to Guide instruction. |
| Advanced college credit granting classes in calculus and pre-calculus | • Cornerstone program  
• High School/University collaboration | 2012-2013 | • Staff  
• College textbooks  
• CWU Workshops | • Math Dept and CWU | • Increased Student completion rate  
• Increase Student population in advanced mathematics classes |
| Response to Intervention (RTI) for students at tier two and three. | • In-Class student tutor support  
• Pro-active use of after school tutoring for low level students.  
• Pathway Class Placement  
• Para-Pro support | 2012-2013 | • Staff available after school  
• Appropriate text and materials  
• Parent involvement  
• Student tutors classrooms  
• Para-Professional  
• ALEKs program | • Lucinda Wiser  
• Math Dept.  
• 21st Program  
• RTI team  
• Sara Benjamin  
• Student tutors  
• Marc Noel  
• Heidi Crowder | • Improve student homework and achievement rate.  
• Increase number of students above 70% grade success |
Action Plan Outline

Math School Improvement Goal:
Improve WHS students’ knowledge and skills in mathematics as measured by 61% of Algebra 1 students and 67% of geometry students meeting the standard in math on the 2012-2013 EOC.

Strategy: Configure curriculum and instruction to state and common core standards.

Rational: Teaching students content and processes that align to state and common core standards will increase the high school graduation rate.

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| Mathematics Benchmark Assessments     | • PLC review of curriculum guide and MBA topics  
• PLC and instructional coach review of outcome of MBAs. | 2012-2013 | • Staff time for reflection  
• Appropriate text and materials  
• Data director software  
• Access to websites: i.e.: Nexus Math, Kahn Academy, etc | • Jose Vidot  
• Geir Dalan  
• John Ellsworth  
• Brycen Bye  
• Sara Benjamin  
• Lucinda Wiser | • Benchmark results  
• Content and language objectives should be the same for similar classes  
• Algebra 1 and geometry classes teaching and learning same content and process standards based on CCSS |
| Peer Observations                     | • PLC training on Critical friends group  
• Team teaching | 2012-2013 | • Staff | • Jeff Pietila  
• Jose Vidot  
• Geir Dalan  
• John Ellsworth  
• Brycen Bye  
• Sara Benjamin  
• Lucinda Wiser | • Shared ideas and resources  
• Feedback from colleagues which may result in improved instructional delivery |
Action Plan Outline

Science School Improvement Goal:

Improve WHS students’ knowledge and skills in Science as measured by 40% of students meeting the EOC standard in Science on the 2012-2013 Biology EOC.

Strategy: Increase the number of students taking science classes.

Rational: By requiring science classes of 9th and 10th grade students, students will demonstrate increased success on state science exams.

<table>
<thead>
<tr>
<th>Activities/Tasks to achieve this goal</th>
<th>Professional Development</th>
<th>Timeline</th>
<th>Resources Available</th>
<th>Who is Responsible? Who is involved?</th>
<th>Monitoring effectiveness</th>
</tr>
</thead>
</table>
| To include typical EOC sample Science problems in a classroom practice period, prior to the EOC test dates | ● 10th grade EOC standards materials and Science GLE’s | 2012 April – 16 | ● Appropriate/ current texts  
● OSPI Practice materials  
● ESD 105 Science Leadership Cadre | ● C. Zirker  
● J. Kiesel-Nield  
● Greg Reilly  
● Marc Noel | ● Increased EOC scores |
| Use MAP RIT scores to qualify for 9th / 10th grade science classes and appropriate placement in science classes | ● ESD Cadre  
● SIOP Instruction modalities | Each Spring following MAP testing | ● Success in science classes  
● NWEA MAP Tests  
● Lucinda Wiser, Instructional Coach | ● C. Zirker  
● J. Kiesel-Nield  
● Greg Reilly  
● Jan Phillips  
● Diane Anthony  
● Lucinda Wiser | ● Increased EOC scores and classroom grades as a result of proper placement. |
| Membership in ESD 105 Science Leadership Cadre | ● Quarterly Cadre workshop at ESD 105 | 2012-2013 | ● ESD 105 Staff  
● Building Budget | ● Jeff Pietila  
● Joe Kiesel-Nield  
● Corey Zirker  
● Greg Reilly  
● Mike Brown (ESD 105) | ● Implementation of best practices and activities developed through the cadre process  
● Increased EOC scores |
### Action Plan Outline

**Technology School Improvement Goal:**
Increase the effectiveness of Wahluke staff, student, and parent use of technology in order to positively affect communication and student learning, reflected in 80% “Almost Always” or “Often True” answers as measured by the Education Effectiveness Survey (EES) for 2012-2013.

**Strategy:** Take advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (CCS.W 9/10.6)

**Rational:** By developing and establishing consistent and rigorous expectations, student achievement will improve.

<table>
<thead>
<tr>
<th>Activities/Tasks to achieve this goal</th>
<th>Professional Development</th>
<th>Timeline</th>
<th>Resources Available</th>
<th>Who is Responsible? Who is involved?</th>
<th>Monitoring effectiveness</th>
</tr>
</thead>
</table>
| Integrate technology learning resources to support and enhance student learning (Teacher to Student) | • In-service training sessions  
• Survey level of classroom implementation annually | 2012 - 2013 | • Teacher station technologies (computer, document camera, projector) to enhance student learning  
• Classroom response systems  
• Web-based applications to improve efficiency and expand learning opportunities  
• Wireless devices | • Samantha Sanders  
• Michael Smith  
• Aaron Chaves  
• Jeff Pietila | • Survey responses indicate levels of technology integration and perceived effectiveness  
• Observed use of technology learning resources in the classroom |
| Investigate ways to increase student access to technology (Student to World) | • Staff technology roundtable discussions  
• Promote external training opportunities among staff | Monthly  
As available | • Survey and track student access and use of technology communication modes (i.e., media diary, use of Facebook, etc.) | • Jeff Pietila  
• Michael Smith  
• Samantha Sanders  
• PLC Leaders | • Meeting minutes from technology roundtable discussions  
• Observe use in Classroom Walkthrough Data |
# Action Plan Outline

<table>
<thead>
<tr>
<th>Increase community access to school information resources (grades, web pages, district calendar) (School to Community)</th>
<th>School hosted student and parent training</th>
<th>Parent Conferences, Ongoing</th>
<th>Integrate the discussion of technology into family events, meetings and community gatherings</th>
<th>Samantha Sanders, Michael Smith</th>
<th>Monitor students / parents accessing grade book (Skyward access reports) Community Training Sign-in Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate technology resources to increase and enhance staff collaboration and communication (Staff to Staff)</td>
<td>Staff book study</td>
<td>Weekly</td>
<td>Post learning tools they have developed so that they can be shared with other staff Technology roundtables (quarterly?) to discuss tech strategies and collaborate between curriculums Technology Book study</td>
<td>Jeff Pietila Technology Committee Building Reps (District wide)</td>
<td>Participant Sign-in Sheets Roundtable Discussion Minutes</td>
</tr>
<tr>
<td>Utilize technology to increase efficiency of staff operating procedures and processes (Staff to Self)</td>
<td>Promote internal training opportunities for staff Staff technology roundtable discussions</td>
<td>As available Monthly</td>
<td>Store and assess student assessment results (IMS) and guide future planning Implement effective strategies with available tools for attendance and grading Distribute technology equitably Staff development opportunities</td>
<td>Jeff Pietila PLC Leaders Technology Committee Building Reps (District wide)</td>
<td>Annual District Technology Survey Participant Training Sign-in Sheets Roundtable Discussion Minutes</td>
</tr>
</tbody>
</table>
Action Plan Outline

School, Parent and Community Communications School Improvement Goal:
Increase effectiveness of WHS Parental, Student and Staff communication, collaboration and teamwork practices to the following levels in the “Almost Always” or “Often True” categories as measured by the 2012-2013 EES Survey.

Strategies:
1. Identify and establish resources for improved parent/teacher communication as measured by meeting our communication goal in order to involve teachers, parents and students actively.
2. Create and implement plan to improve staff to staff communications.
3. Increase Staff/Staff knowledge of Educational Research and Goals.
4. Identify and establish resources for improved student/teacher communication as measured by meeting our communication goal in order to improve students’ involvement in the decision making process at the high school.
5. Identify and establish resources for improved student/student communication.

Rational: Results of the indicated need for improvement in this area. Our staff believes that we would work more effectively if we improved our efforts in this area.

<table>
<thead>
<tr>
<th>Activities/Tasks to achieve this goal</th>
<th>Professional Development</th>
<th>Timeline</th>
<th>Resources Available</th>
<th>Who is Responsible? Who is involved?</th>
<th>Monitoring effectiveness</th>
</tr>
</thead>
</table>
| Make sure all written communications are sent home in both English and Spanish | ● Secretary training | Ongoing | ● Translation services | ● Jeff Pietila  
● Alicia Cantu  
● Mia Benjamin | ● EES Parent Survey |
| Continue with required Student Led Conferences at least 2 times per year | ● Prime Time Advisor Training | Ongoing | ● Schedule accommodation to meet parent needs | ● All Prime Time Advisors | ● Numbers in attendance |
| Auto call English/Spanish for “F” on progress report, attendance (inc tardies) | ● In-Service Training | 2012-2013 | ● Phone Master  
● District Website | ● Audra Eckenberg  
● Alicia Cantu | ● Parent interaction in student learning |
**Action Plan Outline**

| Required parent conference for F or D on 2 consecutive progress reports | • Skyward Training | 2012-2013 | • Skyward  
• Language interpreters  
• Parent Access to student grades | • Staff & RTI  
• Improvement in student grades |
|---|---|---|---|---|
| Increase the percentage of completed EES parent surveys | | Annually | • EES Parent Survey and Results  
• PAC  
• Parent Night | • Jeff Pietila  
• Mia Benjamin  
• Alicia Cantu  
• Lucinda Wiser  
• Return of surveys |
| Staff use of Skyward for increased parents contacts | • Skyward Training | Ongoing | • Skyward  
• District Website  
• Laptops | • Classroom Teachers  
• Monitor parent/community responses on EES Survey |
| Student e-mail accounts | • Student Training sessions to use Groupwise | 2012-2013 | • School Computer Network for email access  
• Samantha Sanders | • Jeff Pietila  
• Arthur De Victoria  
• Samantha Sanders  
• Increase in the percent of Seniors who complete Post Secondary Applications and or ACT/SAT registration. |
| Student Access to Skyward | • Training and information for students to access program | Completed prior to fall 2013 | • Skyward  
• Website  
• School Network  
• Access to technology | • Jeff Pietila  
• Samantha Sanders  
• Lucinda Wiser  
• Student password requests |
| Student Success Video Clips for Study Skills, Expectations etc | • Presentations at staff meeting | 2012-2013 | • Closed-circuit TV | • Mr. Marlow  
• Lucinda Wiser  
• Classroom feedback/discussion on the video |
| Design and implement plan to recognize staff accomplishments | • Inform staff and community of options for providing recognition | Ongoing | • Current District Celebration and Recognition Program | • Jeff Pietila  
• Mia Benjamin  
• PLC Leaders  
• Lucinda Wiser  
• Increase number of celebrations and recognitions  
• Staff collegiality |
| Collaborations for curriculum planning | • PLC Meeting Time  
• Advisory Committee  
• Lesson Study | Ongoing | • Building Budget  
• Sub Time  
• Common Core State Standards | • Jeff Pietila  
• Lucinda Wiser  
• Subject area teachers | • Number of teachers engaged in opportunities |
| Voluntary Staff Development Opportunities | • Book Studies  
• Lesson study | Ongoing | • Building Budget | • Jeff Pietila  
• Lucinda Wiser  
• Instructional Staff | • Number of instructional staff engaged in opportunities |
Professional Development (PD) at Wahluke High School is an ongoing and ever changing program that is focused on providing training that will ultimately improve student success. Some programs are designed to be systemic in nature while others are intended to meet the needs of individual teachers or programs.

Ongoing PD programs that are systemic in nature include all school training on the implementation of the Sheltered Instruction Operation Protocols. These protocols are intended to by the instruction model used in every class every day district wide. Another building wide program is the Structure and Style writing program. Training for both of these programs is provided for the school by the building’s instructional coach.

The high school offers a new teacher support program in addition to the mentor program provided by the school district. In the district program, veteran teachers and first year teachers are paired in an effort to assist the new teacher with issues such as lesson planning, grade posting, and building and district operations.

PD opportunities that are open to all members of the instructional team on a voluntary basis include:

- Lesson Studies
- Friday Morning Book Studies
- Peer evaluation programs.

Based in part on the findings of the data carousel (the need to increase the number of opportunities for cross curricular teaching and learning) the leadership team and staff have established PD programs that focus on creation and implementation of a school-wide writing process. Additionally, the Language Arts staff has created and is implementing a school-wide Style Book for research and writing.

As well as these in building PD opportunities, teachers are supported in their efforts to attend subject specific workshops and conferences. Additional efforts to improve student learning include teachers taking leadership roles in the building and throughout the district by participating in these PD opportunities and committee work. Teachers from WHS are also involved in ESD leadership groups in the areas of math and science. They also attend the meetings and trainings of Eastern Washington’s rural schools alliance, the Regional Alliance for College Success.

Whenever teachers go out to attend workshops and trainings they share their experiences with the staff at PLC or staff meetings.
Wahluke High School offers a variety of Professional Development (PD) activities that are designed to support and improve the quality of instruction provided to the students we serve. Many of the PD activities are provided for all members of the instructional team, while others are open to all who choose to partake in the programs.

The PD programs offered throughout the 2012-2013 year have and will include the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Title</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wahluke Conference</td>
<td>(Title I)</td>
<td>August</td>
</tr>
<tr>
<td>Poverty Training</td>
<td>(Title I)</td>
<td>October</td>
</tr>
<tr>
<td>Coaching Cycle</td>
<td>(Title I)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>PD Mondays</td>
<td>(Title III)</td>
<td>2nd Monday of the month</td>
</tr>
<tr>
<td>Lesson Studies</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>PLC Mondays</td>
<td>(Title II)</td>
<td>1st and 3rd Mondays of the month</td>
</tr>
<tr>
<td>Admin Data Team</td>
<td>(Title II)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Parent Nights</td>
<td></td>
<td>Four thought out the year</td>
</tr>
<tr>
<td>Style and Structure Training</td>
<td></td>
<td>4th and 5th Mondays of the month</td>
</tr>
<tr>
<td>Friday Book Studies</td>
<td>(Title I)</td>
<td>Friday Mornings</td>
</tr>
<tr>
<td>ESD Science Leadership Team</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>ESD Math Leadership Team</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>CWU Math and Science Partnership</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Nav. 101 and Advisory Training</td>
<td></td>
<td>August and February</td>
</tr>
</tbody>
</table>

**Parent Involvement / SWP #6**

Assess our work in cultural competence

Wahluke High School continually strives to improve its knowledge in the area of the cultures of the community it serves. The staff is committed to the use of instructional strategies that increase the ability of the students to communicate in English while honoring and supporting the hopes, traditions and expectations of the students and their families. At Wahluke the teachers and staff receive continual training on skills that build background information and scaffold student learning. The use of Sheltered Instruction Operational
Protocols in every class and subject is a key to meeting this goal. Additional efforts to continue the schools efforts in the area of cultural competence include staff book studies, providing programs that bring in speakers who can serve as role models for the student body, and identifying curricular materials that appropriately honor the cultures represented within the school and community.

Wahluke High School understands that many parents feel uncomfortable when asked to come to school. With this understanding, the school is continually looking for ways to reduce this discomfort. These efforts include taking advantage of opportunities to employ bilingual / bi-literate teachers and staff members, assuring that the office is staffed with people who can communicate in Spanish and English, and seeing that all written and oral communications with families, including phone messages, letters, and the district website are presented in the language of the home.

Wahluke High School provides a variety of events and activities designed to engage parents and families in the lives of their students. These include bi-annual student led conferences with their parents, quarterly informational events where parents can learn about and discuss such things as post secondary education, class offerings, and class registration. Other areas where parents are encouraged to engage in the life of the school include informational teas, and student recognition events. The school is continually reviewing its policies and practices to look for new and additional ways to improve services for all students and families.

In the spring of 2012 Wahluke High School will be adding a second round of Student Led Conferences. The purpose of these conferences is to allow students and their parent to engage with school personnel in discussions about improvement of student learning. Participation in these conferences is mandatory. Students will not receive a schedule for the following term until this student led conference is completed.

**Transition Plans for Middle School and High School Levels / SWP #7**

The high school and junior high counselors and administrators meet in the spring of the year to plan for the roll up of the 8th grade to the high school. In preparation of the transition, discussions are held on the number of classes what will be needed in each given area to meet the academic needs of the new classes, and staffing changes may be made if appropriate. To assist the students in scheduling for high school classes, high school staff members meet with the students for the purpose of providing them with copies of the school’s course catalogue, and walk them through the pre registration process. At this time students and their parents are invited and encouraged to contact the counselors and visit the high school. At the end of the school year, the students from the 8th grade are invited to visit the high school for half a day. During these visits the students will attend a series of breakout sessions that are designed by the students in the high school’s leadership class to
help the incoming freshmen to learn about the operations of the high school. Following this event, the new students and the leadership students travel for an evening of fun activity designed to provide opportunities for informal conversation and questions and answers.

In August prior to the start of school, the freshmen and their parents are again invited to come to the school to familiarize themselves with the school and meet the staff.

**Response to School Performance Review (formerly Educational Audit)**

There were no identified corrections for WHS in the previous review.

**Coordination and Integrations of Federal, State and Local Services and Programs / SWP #10**

Wahluke High School is supported by a variety of funding sources; Wahluke receives the following funding to pay for staff materials, supplies, and before and after school programs:

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>How Funds Meet Intent and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A</td>
<td>$87,927</td>
<td>-Parent Involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Professional Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Instructional coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Improve instruction and the quality of programs for all students</td>
</tr>
<tr>
<td>State BEA</td>
<td>$1,492,934.50</td>
<td></td>
</tr>
<tr>
<td>State LAP</td>
<td>$41,946</td>
<td>-Para Educators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-APEX credit recovery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-After School Busing</td>
</tr>
<tr>
<td>Local Levy</td>
<td>$295,044.64</td>
<td></td>
</tr>
<tr>
<td>Title II A Highly Qualified/Teacher Quality</td>
<td>$34,550</td>
<td>-PLC Stipends / Teacher Quality</td>
</tr>
<tr>
<td>Title II D Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III ELL</td>
<td>$10,000</td>
<td>-Professional Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Summer School</td>
</tr>
<tr>
<td>Title IVA Safe and Drug Free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IV B Reap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title V Innovative Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources to General education:
Special Education, General Education, and Career and Technical Education are continually working together to create and provide a seamless transition for students between the programs that allows the learner the ability to draw on each program as needed to meet their academic needs and desires.

Diagnostic Testing:
Student data is continually collected at Wahluke High School. Assessments used at Wahluke High School include NWEA MAPs (three times annually), WELPA, and EDGE reading assessments.

Reading Interventions:
WHS students who are assessed to be reading below high school level are placed in the EDGE reading program. EDGE works to improve student comprehension, context, and decoding skills in an effort to get the learner to grade level. Students are placed in levels A, B, or C based on their specific needs. These placements are fluid and students will be moved up and out of the program and into the traditional high school language arts classes based on their acquisition of skills. Students may be moved at any time provided they demonstrate the prerequisite skills for the next level.

21st Century Programs:
Students have the opportunity to partake in a variety of study support and applied learning programs through the school’s 21st Century program. In addition to providing academic support and intervention, the program also provides expanded opportunities for and with post secondary education.

Inclusion of Teachers in Assessment / SWP #8
All teachers are engaged in the review of the student assessment data for the purpose of modifying the instructional practices as appropriate to assist our effort to meet the goals of improving student learning. One regular opportunity for such work includes the PLC meetings which are held during the Monday Late Start work sessions.

Implementing the Plan/Timeline for Planning Process
The plan of implementation and its timeline for each item is embedded within each action plan.
Summary of Progress

Monitoring the Plan

During the PLC’s bimonthly meetings the professional groups will use the data wall and other sources to review current student, grade level, and building data. The School Improvement Team (SIT) will meet quarterly to review and work on professional development regarding instructional practices. Additionally the SIT will reassess the various action plans review pertinent data and determine if adjustments or revisions are necessary to improve student learning. If recommendations are made, the SIT will share their suggestions to the staff during staff meetings, early release days, or at staff meetings. Once the school community has had the opportunity to become informed regarding the recommendations, and consensus has been obtained, the SIT will make the needed revisions to the action plans.

Additional monitoring efforts will include annual review with the members of the various CTE advisory councils, annual reviews with the district’s Parent Advisory Council, presentations about the plan at the various parent events hosted by the school throughout the year, and discussions with the community at the patron teas hosed by the assistant principal. Opportunities for such monitoring activities occur include Staff in-service time prior to the start of school when the annual goals of the district and the building are reviewed and updated, monthly meetings of the planning team, and annual presentation and approval of the plan before the school board.
2012-2013 Departmental Goals for Big Game Success:

Language Arts

Goal:
- Improve reading and writing skills as measured by 80.0% of students meeting reading and writing standard on the 2012-2013 HSPE

Strategies:
- To use the HSPE preparation materials provided by OSPI, including reading anchor sets and writing modules (4 week, both expository and persuasive).
- Model our short answer questions after the OSPI question systems.
- Emphasize argumentative / persuasive writing (using OSPI rubrics and strategies).
- Align our current curriculum with the CCSS.
- Use the CCSS as our starting point for all learning targets.
- Provide daily language practice (grammar and writing) for all students.
- Increase our use of informational texts within our reading curricula to align with the CCSS.
- Outside of constant emphasis on the OSPI modules and the CCSS we will appropriately use the Writing Structure and Style in our classrooms.
- Collaboration on twice yearly RBA on norming the results to identify areas of concern for our students
- Utilize SIOP strategies, including graphic organizers and support for ELL and SPED students.
- Provide a 2-4 week intensive review and prep for students taking the HSPE.

Math Department

To improve WHS students’ knowledge and skills in mathematics as measured by 61% of Algebra 1 students and 67% of Geometry students meeting the standard in math on the 2012-2013 EOC.

Activities:
1. Create an academic environment that provides students with more time to practice and create healthy study habits, by incorporating student tutors within classes, outside of class help, and para-pro implementation.
2. Increasing the number of students who are prepared and participating in advanced College credit granting classes in calculus and pre-calculus.
3. Response to Intervention for students at tier two and three levels to proper place them in classes and get the proper support.
4. Mathematics Benchmark Assessments used for analysis for progress towards the success of material preparation for the EOC exam.
5. Peer Observations within the department for better collaboration of classes and materials in our curriculum guide and keeping the classes on track for a better uniformity of preparation for EOC throughout the department. This allows semester
transitions easier on students as classes are closer together within the curriculum when they jump from teachers to teachers.

**Science Department**

**Goals:**
- The Biology EOC Exam is a graduation requirement for class of 2015 and beyond.
- Participation by all Science department personnel in the ESD105 Science leadership Cadre.
- 2 Week intensive EOC Review for all sophomores in preparation for the Biology EOC.

**Objectives:**
- Focus on the Scientific Method with special emphasis on writing procedures and conclusions.
- Properly prepare all sophomore students for the Biology EOC exam with emphasis on collaborating with our Ag teachers to ensure that students in the AG classes have the necessary standard elements infused into the curriculum.
- Incorporating state mandated Field Investigations into the curriculum with emphasis on learning about systems. This has been partially implemented by a Field Trip to Mt. St. Helen’s where we embarked on an Ecological Field Study.
- Implementing a four week Unit on Heart Healthy Education sponsored and supported by Seattle University Nursing School and the Hope Heart Institute.
- Infusing and Exploring Databases curriculum to enhance student Knowledge and experience with case studies and analyzing databases.
- The current scores for the Biology EOC are 24.5% (when counting only sophomores they were at 30.9%) and we are projecting a goal of 40% for this current academic year.
- A three day reinforcement of EOC topics in preparation for first semester final exam.

- The Two week Intensive review would include:
  - A revisit to all lecture notes provided in Biology classes for each of the four tested units.
  - A revisit to all handouts/worksheets/diagrams that provide essential learning for these units.
  - Specific work with Biology EOC vocabulary.
  - Jeopardy quizzes on selected subject matter.
  - Practice EOC tests
  - Explore test components/test style/writing conventions and the grading process for elements of the EOC.
**Social Studies**

Throughout all Social Studies classes in all grades the students will be using Informational text, primary sources and will have lots of practice identifying, analyzing, and interpreting these texts.

- **Classroom Based Assessments (CBA)** on semester classes such as World Geography and US Government.
  - Collaborating with the Language Arts Department to create a common rubric to use on the Classroom Based Assessments (CBA’s)
    - Classroom Based Assessments (CBA) is a research paper where the students are using primary sources to prove a cause/theory/point of view.
  - Require 100% of students to turn the CBA in. If they don’t turn it in then they fail the class

- **National History Day Project** on year long classes such as World History, US History and College level US Government classes.
  - National History Day Project
    - Theme: People or Events that changed History.
    - They demonstrate the impact of the event/person through a variety of means (the student will demonstrate by creating a website, writing a paper, creating a visual display, acting out a drama, or making a documentary.

**CTE Department**

- Technical Vocabulary usage for analysis
- CBA & CBPA
- SIOP strategies / Marzano Strategies
- Framework Focus on GLA’s (Math, Science, Reading, Writing)
- Cross-Crediting in Art
- Leadership opportunities for students
- 3-year math credit through business courses

**Life Skills**

- Goal 100% of students passing 3 of 4 areas.
  - Current 12th graders have passed their WAAS-Portfolio already
  - This year there are two 10th graders that will be assessed in reading, writing, math, and science
  - In addition one 12th grade RR student will be assessed with a WAAS-Portfolio also.

**PE Department**

- Have bi/monthly ready and writing prompts for each class following the principles of Style and Structure from our building trainings.
- Continue to teach and test using the PEP Grant Model set up for all PE student/classes following the “5 for Life” curriculum. There are written test taken
in the computer lab as well as 2-3 days of physical fitness testing. These tests are taken at the beginning of the semester and at set dates throughout each semester and are used to measure progress/success rates of all PE students. All results are reported to Focus Fitness for National posting.

**Fine Arts**

100% of all students in these classes will complete state approved Classroom Based Performance Assessment.