# Wahkiakum School District #200
# Wahkiakum High School
# 2017-19 School Improvement Plan

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Home of the Mules

**Today's decisions create tomorrow's successes!**

*Students will graduate from Wahkiakum High School with the tools and skills necessary to persevere in their pursuit of a successful life.*

*Brighten the Light!*

### *Mission Statement*
We believe that education is a partnership
with responsibility shared by all: school, family, students and community.
All individuals shall be provided a safe, positive environment
where they may reach their fullest potential as responsible citizens.


### *Vision Statement*
Learning is the mutual responsibility of the student, staff and parents.
Vision goals:
- To provide and maintain a positive school environment that enhances the learning experience for students.
- To create, model and maintain a school climate that develops acceptable social interaction and behavior.
- To provide an equal education opportunity for all.
- To incorporate technology into the educational environment to assist in meeting educational goals.


Wahkiakum High School serves 9th through 12th grade students in Wahkiakum County and is located
on a bluff in Cathlamet, Washington, overlooking the Lower Columbia River.

***"Some people want it to happen, some wish it would, and others make it happen."* — M. Jordan**

At Wahkiakum High School we want to support students as they "**Make it Happen**!"
We want every day to count. We want our students to have goals, passion and a vision to believe in.
We are excited and look forward to helping all students succeed!

We want to improve the overall success of WHS students. To provide every opportunity possible for growth, improvement and success, we have implemented the following:

- **Mule Success Time** (Core/Flex model for intervention)

- **Bi-Weekly Club Time** (Increase extracurricular involvement)

- **Mentors and/or Peer Tutors for all new students and to ensure successful HS transition**

- **After School Tutoring**

- **Student Led Conferences**

- **AVID School Wide**

- **Increased Parent Communication**

- **Focus on College & Career Readiness**

- **Bi-Weekly Advisory w/ Agenda**

- **Senior Presentations focused on a Post-Secondary Plan**

- **Emphasis on Community Service for All Students**

- **Common Core State Standards & Next Generation Science Standards**

- **100% of our teachers on TPEP – 5D+ Framework**

- **Regular Student Progress Monitoring through Formative & Summative Assessments**

- **Focus on Learning Targets, Purpose, Real World Application**

- **Increase in Cross-Curricular Project Based Learning**

| School: Wahkiakum High School | Strategic Plan Area: Reading/Writing | 2017-19 |
|---|---|---|

Goals:   Improve students' college readiness skills in reading and writing with a school wide approach to
- Vocabulary development/Listening Skills
- Effective strategies for reading informational text
- Common, rigorous expectations for writing projects and presentations
- Implementation of ELA Common Core Standards across disciplines

| Strategic Action | Evidence of Implementation | Evidence of Impact |
|---|---|---|
| **Instruction and Curriculum:**<br>1. Applying vocabulary strategies across disciplines.<br>2. PLC focus on Listening Skills<br>3. Developing metacognitive and organizational skills – especially questioning strategies that enable students to build and assess their learning.<br>4. Use common rubrics to assess student work and encourage self-assessment.<br>5. Build student familiarity of the CCSS and language used to ensure college and career readiness.<br>6. Use texts that adhere to Common Core Standards.<br>7. Increase Dual Credit Options<br>8. Explicit Curriculum Mapping with English/SS Staff<br>9. PLC Goals around Data Informed Decisions | 1. Daily vocabulary lessons in English using Membean<br>2. Increased vocabulary instruction across content areas.<br>3. Explicitly teaching a variety of strategies to build content specific Habits of Mind.<br>4. Common Rubrics developed during collaboration time.<br>5. Through a variety of tests (novels, magazines, on-line sources) students are familiar with CCSS.<br>6. Several recommended novels have been purchased and taught.<br>7. Data from PLC Groups – Google Drive | 1. Students demonstrate increased understanding of vocabulary/Listening strategies – application in everyday work.<br>2. Implementation of Membean – students identify "Membean words" across the curriculum<br>3. Students have become more self-directed and able to apply strategies across content areas – evidence they are noticing similarities.<br>4. Students are reading rigorous texts.<br>5. Increased number of students taking the PSAT<br>6. SAT & ACT Given on Campus<br>7. Increased number of students taking honors/AP<br>8. Implementation of College in the High School<br>9. Bridge English Implemente |
| **Assessment:**<br>1. Application and assessment of vocabulary, Listening through classroom assessments and writing samples.<br>2. Students generate questions from readings using strategies such as Costa's Questions, AVID note taking.<br>3. Students Demonstrate familiarity with standards and terms through use of common rubrics and language<br>4. Report Card Grades<br>5. ELA – SBA and Interim Assessments<br>6. PSAT/SAT/ACT | 1. Teacher monitoring strategies.<br>2. Student work reflective of key vocab.<br>3. Student work collected regularly and assessed by teacher as needed.<br>4. Effective opportunities that address vocab through sound writing instruction.<br>5. Collaborative effort on state testing.<br>6. PLC Notes<br>7. Google Docs/Google Classroom | 1. Students demonstrating understanding of key vocab in everyday dialogue.<br>2. Improved scoring on daily assignments related to vocab. and listening<br>3. Students better connect ideas within readings by increased understanding of vocab.<br>4. Improved writing skills across the variety of writing contexts, e.g. narrative, argumentative<br>5. 100% seniors have passed state assessments needed to graduate. |
| **Staff Development:**<br>1. Structured local in-service time dedicated to ELA Common Core implementation including strategies for vocabulary development, technology integration, development of common rubrics and common strategies for informational texts.<br>2. AVID strategies/training<br>3. Continue HS weekly collaboration and vertical teaming<br>4. CCSS, Scaffolding, Differentiation<br>5. Training when appropriate on strategies for increasing vocab development.<br>6. TPEP training for implementation of 5D+ Rubric | 1. Participation of all staff in collaboration.<br>2. Common understanding of student need based on RTI/test results.<br>3. Participation of English staff across district.<br>4. Staff participation in applicable training and sharing back with staff, TPEP, Common Core, AVID (100% trained!), GEAR UP<br>5. In-Service training on differentiation and RTI and ongoing discussion around what this looks like at the high school level. | 1. Increased alignment of reading concepts<br>2. Students transition better from MS & HS classes. (Peer Tutors & Link Leaders)<br>3. Students implement new and/or improved strategies for accessing selections.<br>4. Decrease in the number of failing students.<br>5. Formal process for supporting all failing students to ensure increase in success.<br>6. Increase in honors/AP classes/CHS<br>7. AVID Trained Staff |

| **Technology:** | | |
|---|---|---|
| 1. Continue use of document cameras for both student and staff presentations of ideas. | 1. Regular use of technology where all involved are practicing with media. | 1. Proficiency of applicable technology amongst both staff and students. |
| 2. Regular use of computers for research and writing related to writing and course topics. | 2. All students proficient in using available technology and can demonstrate skills. | 2. Computers become regular use of learning when appropriate. |
| 3. 1:1 technology devices | 3. Purchased chrome books & laptops – 1:1 Chromebook Implemented | 3. Students increased comfort with technology |
| 4. On-line testing | 4. On-line testing scheduled | 4. Groups projects on Google Drive – increased amount of shared work with equal participation |
| 5. Students have a clear process for the evaluation of online sources | 5. Rhet. Com evaluates sources on a regular basis | 5. Students use chrome books to access texts. |
| 6. Use of Google Drive/Google Classroom | 6. Purchased online history text | 6. Google Training/Robotics/Scratch for All Content Areas |
| **Communication:** | | |
| 1. Reporting from local in-service dates. | 1. Reporting to staff involved and administration. | 1. Clearer understanding between classes about other work within the district. |
| 2. Collaboration Time | 2. Initial planning of meeting dates and follow through on creation of team. | 2. Increased alignment and improved student transition. |
| 3. Learning Walks | 3. Folders in Google documenting all collaboration work | 3. Increased use of effective instructional strategies. |
| 4. Weekly Staff Bulletin | | |
| 5. Staff Meetings 2x month | | |

| School: Wahkiakum High School | Strategic Plan Area: Math | 2017-2019 |
|---|---|---|

Goals:
- Increase number of successful math students at Wahkiakum High School by reducing the number of students receiving Ds/Fs, increasing SBA scores and increasing the number of students taking 4 years of math in high school.
- Increase student understanding of data representation both algebraically and graphically as measured by local formative and state summative assessments.
- Increase cross-curricular application of math
- Increase collaboration in regards to effective instruction as defined by TPEP / 5D+ Instructional Rubric/Math Fellows

| Strategic Action | Evidence of Implementation | Evidence of Impact |
|---|---|---|
| **Instruction and Curriculum:**<br>1. Align curriculum with Common Core Standards<br>2. Implement Honors Algebra II & CHS<br>3. After-school tutoring in library 4x a week<br>4. Practice Smarter Balanced Tests<br>5. Incorporate COE as a course integrated into Financial Literacy.<br>6. Give pre/post-tests w/student reflection to show growth<br>7. SAT/ACT Prep Opportunities<br>8. Train and recruit Honor Society Tutors<br>9. Integrate SPED students into regular ed. Math<br>10. Implement more Algebra for all 8th graders<br>11. Instill a growth mindset in all students, especially around math | 1. Trainings/Collaboration on Common Core<br>2. Gear Up Support for Teachers to Tutor 4xwk<br>3. AVID School Wide<br>4. Work to complete tutoring during Mule Success and after school<br>5. Smarter Balanced Assessments<br>6. Mule Success Schedule<br>7. PE/WT Requires Students to Monitor Growth w/ percentages<br>8. CTE Classes using math regularly<br>9. Math Tutors have been selected and are willing to use Mule Success time and after school to tutor<br>10. Addition of Robotics, Scratch, College in the HS, Financial Literacy<br>11. All 8th graders will have had at least the first 5 chapters of Algebra I | 1. Reduction of overall number of Ds/Fs<br>2. Collaboration Notes from both school and district weekly collaboration meetings<br>3. Student reflections after analyzing results of pre/post math tests<br>4. Honor Society students are peer tutors for math<br>5. Improved attendance of both students and peer math tutors<br>6. All students have passed the Math graduation requirement.<br>7. Students on IEPs are integrated into regular ed Algebra & Geometry.<br>8. Mathematical Mindset<br>9. Increased number of students in College in the HS and taking the SAT/ACT |
| **Assessment:**<br>1. Formative assessments implemented regularly and used to inform instruction<br>2. Student goal setting/reflection<br>3. Practice Smarter Balanced tests given throughout the year. Feedback to students with targeted practice.<br>4. SAT/ACT./PSAT<br>5. Smarter Balanced Assessment | 1. Teachers are using formative assessments in the classroom – Quizzes, Pre/Post Tests, Entrance Tasks, Etc.<br>2. Common Assessments given 3 times a year and used to show growth at end of semester<br>3. Students are setting goals regularly and monitoring their own growth and understanding of concepts<br>4. Collaboration Notes<br>5. ACT & SAT given on Campus | 1. Increased SBA proficiency<br>2. All students have passed the math graduation requirement<br>3. Needs of students are driving instruction<br>  • Financial Alg. – Budget Project<br>  • Financial Reality Fair<br>4. Improved student attitude toward math<br>5. Students expressing the desire to take upper level math classes.<br>6. COE/Alternative SBA completed as part of a course |

| **Staff Development:** | | |
|---|---|---|
| 1. District will continue to provide weekly collaboration time<br>2. CCSS, NGSS, State Instructional Rubric<br>3. Analyze Assessment Data as a staff to inform instruction<br>4. RTI Approach<br>5. Gear Up Staff Development<br>6. College in the High School – Dual Credit<br>7. Staff development on best practice for math instruction.<br>8. PLC 6-12 Math Focus – DuFour Model | 1. Weekly high school staff collaboration mtgs. & vertical team meetings..<br>2. TPEP trainings for admin and staff during in-service days – focus on assessment, differentiation, purpose<br>3. Assessment data discussed during collaboration.<br>4. Implement Interim Assessments<br>5. Increased 6-12 Collaboration | 1. TPEP – use of effective strategies<br>2. Implementing Common Core<br>3. Differentiation Evident<br>4. Mule Success/Peer Tutoring<br>5. Increased number of students taking upper level math<br>6. Engineering Field Trips/Job Shadows |
| **Technology** | | |
| 1. Teacher and student-directed technology integration within the classroom<br>2. 1:1 Technology for Students<br>3. Use of cell phones responsibly to positively impact instruction/learning<br>4. Graphing Calculators<br>5. Implementing Robotics/Scratch<br>6. Use of computers in physics, math classes daily<br>7. Technology sites | 1. Technology is used within classroom instruction<br>2. Students use videos that accompany math curriculum to improve understanding of concepts or review missed lessons<br>3. Robotics and other science classes use technology to support learning<br>4. Increase availability and use of graphing calculators<br>5. Individualized Homework on Computer<br>6. Desmos | 1. Improved conceptual understanding on daily work and embedded formative assessments.<br>2. A group of students compete in Robotics Competition<br>3. Holding a Competition Spring 2018<br>4. Purchased additional graphing calculators, chrome books, laptops and observable increase in student use<br>5. Google Classroom, Online Math Homework<br>6. 1:1 Chromebooks |
| **Communication:** | | |
| 1. Collaboration notes and projects are shared with staff<br>2. Weekly Bulletin highlights goals, progress and resources for improved instruction<br>3. Increase communication with parents<br>4. Pre/Post Conferences to discuss teacher growth and teacher selected areas of improvement | 1. 1st semester data communicated to staff<br>2. Bulletins available every Monday<br>3. Held Student conferences<br>4. Planning for student portfolio sharing in spring<br>5. Newsletters/Emails/Postcards sent to parents<br>6. Implemented4-tier evaluation system | 1. Over 50% attendance at parent conferences<br>2. Newsletters/Postcards sent by staff – positive feedback<br>3. Teachers are willing to try new things, implement ideas shared during collaboration – focus on curriculum mapping<br>4. All teachers on 5D+ Evaluation Rubric |

# Teacher Perceptual Data—updated for HS Sept 2016
### "Nine Characteristics of High Performing Schools" framework

Research has suggested that there is no silver bullet for how schools increase student achievement, but that there are number of characteristics of schools that have been shown to help in this cause.  One such framework that the WSD has incorporated over time is in asking teachers to reflect on their perceptions of the nine traits as defined by the OSPI released document.  The survey polled staff across the district in 2004, 2008, 2011 and 2016.  The scale surveyed teachers on their perception of their school's current status means of the following scale:

1—little or no extent     2—some extent    3—moderate extent     4—great extent    5—very great extent

Scores reported:     2008/2011/**2016**

| | | JA Wendt | John C Thomas | Wahk High | Classified |
|---|---|---|---|---|---|
| 1 | Clear & Shared Focus | 3.2/4.4 | 3.15/4.5 | 4.11/3.0/**4.3** | 3.6/4.1 |
| 2 | High Standards & Expectations | 3.85/4.1 | 3.7/4.0 | 3.89/3.3/**4.0** | 3.4/3.6 |
| 3 | Effective School Leadership | 3.45/4.4 | 3.5/4.5 | 4.11/3.6/**4.5** | 3.6/3.8 |
| 4 | High level of collab & comm | 2.9/3.7 | 3.2/3.9 | 3.22/3.3/**4.2** | 3.4/3.7 |
| 5 | Curr, Instruct, Assess aligned with standards | 3.25/4.1 | 3.5/4.1 | 4.33/3.8/**4.2** | 3.4/4.0 |
| 6 | Frequent monitoring of T & L | 3.85/4.2 | 3.5/4.1 | 4.0/3.3/**4.2** | 3.5/3.9 |
| 7 | Focused Prof Dev | 2.9/3.8 | 3.15/3.6 | 3.67/2.5/**4.4** | 3.05/4.1 |
| 8 | Supportive Learning Environment | 3.8/4.1 | 3.9/4.2 | 4.56/4.3/**4.5** | 3.45/4.2 |
| 9 | High levels of Community & Parent Involve | 2.95/4.0 | 2.9/4.0 | 3.67/2.6/**4.2** | 3.6/4.0 |