

## 2011-12 School Improvement Action Plan

<b>School: Westview High School</b>	<b>Team Members: Site Council 2011-2012</b>	<b>Date: October 10, 2011</b>
<p><b>Previous Goal and results:</b></p> <p>#1 Increase the number of seats in Advanced Placement and other advanced courses occupied by under-represented students by the end of the 2010-2011 school year. Specifically, racial minority students (Hispanic, Native American, Black, Pacific Islander, and Multiethnic), students with learning disabilities, and English Language Learners.</p> <p>We have increased the numbers slightly, but the percentage increase is really an insignificant amount. We need to be more specific with our intentions and have more specific and detailed plans about how to make this happen.</p> <p>#2 Increase the percentage of 11<sup>th</sup> grade students meeting the State of Oregon Essential Reading Skills requirement for graduation from 76.4% to 85%.</p> <p>We met this goal by improving to 89% and meeting AYP for the State of Oregon.</p>		
<p>Prioritized Needs with supporting data:            Support the District priority of College and Career Readiness Strategies            Align staff development work around the four key District outcomes . . . .</p> <ul style="list-style-type: none"> <li>• Supportive, inclusive learning environments ensure each and every student, regardless of background, experience success</li> <li>• Learning Targets provide each and every student with a clear pathway to college and career readiness (CCR)</li> <li>• Effective instruction ensures each and every student demonstrates mastery of K-12 Learning Targets</li> <li>• Ongoing, job-embedded collaboration strengthens the instructional core</li> </ul>		
<p><i>District Goal for 2010-15: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.</i></p>		
<p><b>“SMART” Goal Statement:</b> SMART – Specific, Measurable, Achievable, Relevant, Timely</p> <ul style="list-style-type: none"> <li>• The percentage of 11<sup>th</sup> grade students meeting state benchmarks will increase as follows:                Reading: Hispanic from 58% to 65%                          ELL from 38% to 45%                          Special Education from 66% to 72%</li>   <li>Math: Hispanic from 40% to 50%                ELL from 30% to 40%                Special Education from 28% to 38%</li> </ul> <ul style="list-style-type: none"> <li>• At least 20% of the students enrolled in advanced level and/or AP courses at Westview will be under-represented students.</li> </ul>		

**Theory of Action:**

If learning environments are supportive and inclusive of every student, and  
 If students and parents receive clear and consistent feedback on Learning Targets focused on college and career readiness, and  
 If instructional practices in each classroom support every student in acquiring mastery\* of the Learning Targets, and  
 If educators work collaboratively to strengthen the instructional core,  
**then** all students, regardless of background, will graduate college and career ready.

\* mastery – students achieve learning targets for their grade/course, attain advanced or deeper understanding of the learning targets (i.e., beyond proficiency), or achieve learning targets beyond their grade/course.

**Strategy 1. Supportive, inclusive learning environments ensure each and every student, regardless of background, experiences success.**

*Strategic Plan Core Strategies (THRIVES) implemented: Technology, High Quality Empowered Teaching Staff, Respect for Human and Environmental Rights, Volunteerism, Service, Engagement, Equity in Student Outcomes*

<b>Results</b> (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs.)		<b>Evidence</b> (The data source for determining the extent of the change.)	
<p><b>Results: As the strategies below are implemented,</b></p> <ol style="list-style-type: none"> <li>1. In June 2012, 90% of students in grades K-11 have an electronic Student Education Plans and Profile with educational goals embedding college and career readiness. (1a)</li> <li>2. The percentage of students in grades 4 – 12 reporting that an adult at school cares about them increases to 90% for all students groups. (1b)</li> <li>3. The percentage of observations in classrooms/schools in which culturally relevant practices are incorporated increases each year. (1b)</li> <li>4. In June 2012, the percentage of students in grades 6 – 12 reporting being bullied decreases by 10% from the baseline for all student groups. (1c)</li> <li>5. In June 2012, the percentage of students in grades 6 – 12 reporting intervening when they witness bullying increases by 10% from the baseline. (1c)</li> <li>6. All student groups have discipline rates that vary by less than a factor of 4. (1c)</li> </ol>		<p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Electronic Plan and Profile data</li> <li>2. Student Survey</li> <li>3. Administrator observation</li> <li>4. Student Survey</li> <li>5. Student Survey</li> <li>6. SET Data Collection</li> </ol>	
<b>District Supporting Strategy</b>	<b>Our Status</b>	<b>School Evidence/Action/Readiness</b>	<b>Timeline Person Responsible Budget</b>

<p>1a. Collaborate with parents and students to develop educational goals that embed college and career readiness expectations. (T3/E1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<ul style="list-style-type: none"> <li>• School Departments create Action Plans to support Goal #2, increasing the number of underrepresented students enrolling in advanced/AP courses</li> <li>• Addition of AP course for bi-lingual students (macro economics)</li> <li>• Psychology of Achievement course</li> <li>• Targeted study halls to support students in advanced courses (APUSH, AP Macro Economics))</li> <li>• Pre-AP seminars during study hall periods</li> <li>• 7<sup>th</sup> and 8<sup>th</sup> period Honors Seminars specifically targeted toward under represented students</li> </ul>	<ul style="list-style-type: none"> <li>• All building administrators as they work with specific departments</li> <li>• Cheryl Ashdown and Greg Therrien . . . Study Hall options and scheduling work</li> <li>• Forecasting process from Fall through mid-March, 2012</li> <li>• School Counselors . . . forecasting process, 9<sup>th</sup> grade StEPP work in study halls, 8<sup>th</sup> grade transitions to high school</li> </ul>
<p>1b. Increase educator skills in developing authentic relationships with students across cultures. (T1/H3/R1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
<p>1c. Create supportive, inclusive learning environments by teaching and demonstrating safe and respectful behavior, as modeled by PBIS classrooms. (R1)</p>	<input type="checkbox"/> In place <input checked="" type="checkbox"/> On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future		
<p>1d. Engage educators in community partnerships to support the learning community. (V1)</p>	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		

**Strategy 2. Learning Targets provide each and every student with a clear pathway to college and career readiness (CCR).**

*Strategic Plan Core Strategies (THRIVES) implemented: Technology, Individual Student Growth*

<b>Results</b> (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs .)	<b>Evidence</b> (The data source for determining the extent of the change.)
<b>Results:</b> As the strategies below are implemented, On-Going and will address in the future.	<b>Evidence:</b>

<b>District Supporting Strategy</b>	<b>Our Status</b>
2a. Develop K-12 Learning Targets aligned with the four domains of college and career readiness: key content, key cognitive strategies, academic behaviors and contextual skills. (T2/I1)	<input type="checkbox"/> In place x On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future
2b. Ensure educators, students, and parents know the meaning of Learning Targets and what constitutes rigorous, quality work and mastery* of Learning Targets. (T1/I1)	<input type="checkbox"/> In place x On-going <input type="checkbox"/> Address now <input type="checkbox"/> Address future
2c. Provide students and parents with clear feedback on student progress toward and mastery* of Learning Targets. (T2/T3/I1/T2)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now x Address future
2d. Use high quality interim and summative classroom assessments aligned to Learning Targets to inform teacher judgments about student learning. (I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now x Address future

**Strategy 3. Effective instruction ensures each and every student demonstrates mastery\* of K-12 Learning Targets.**

*Strategic Plan Core Strategies (THRIVES) implemented: Technology, Respect for Human and Environmental Rights, Individual Student Growth*

<b>Results</b> (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs.)	<b>Evidence</b> (The data source for determining the extent of the change.)
<p><b>Results: As the strategies below are implemented,</b></p> <ol style="list-style-type: none"> <li>1. The number of exemplar lessons addressing literacy, math and/or science learning targets increases 100% each year. (3a)</li> <li>2. Teacher use of effective instructional practices increases each year. (3b)</li> <li>3. The number of alternative pathways available to students to demonstrate proficiency increases. (3c)</li> <li>4. The percentage of classroom observations that include the use of one or more formative assessment techniques increases. (3d)</li> <li>5. Classroom assessment data are frequently used to identify extensions and interventions for students. (3e)</li> </ol>	<p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. TeacherSource lessons</li> <li>2. Teacher survey and building administrator observations</li> <li>3. BSD Course Catalog</li> <li>4. Classroom observations by building administrators</li> <li>5. Teacher survey</li> </ol>

<b>District Supporting Strategy</b>	<b>Our Status</b>	<b>School Evidence/Action/Readiness</b>	<b>Timeline Person Responsible Budget</b>
3a. Implement lessons and units focused on Learning Targets that include interventions and extensions to ensure continuous progress toward student mastery* of Learning Targets. (T1/I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input checked="" type="checkbox"/> Address now <input type="checkbox"/> Address future	<ul style="list-style-type: none"> <li>• Special Education Department testing strategies implementation</li> <li>• Special Education Department specific reading strategies work</li> <li>• Instructional Aids in math hired to work with targeted students</li> <li>• Work with math teachers to incorporate OAKS sample problems in daily lessons</li> <li>• Frequent and public communication with staff and students regarding OAKS progress</li> <li>• Provide teachers with specific student OAKS data (strengths and areas of growth)</li> <li>• Focus of CAT (Collaborative Achievement Teams) meeting on students with OAKS achievement gaps</li> <li>• Carnegie math program for students not meeting targets for mathematics credit</li> <li>• Period 7 and 8 options for student mastery of targets                         <ul style="list-style-type: none"> <li>- Success Seminar, Academic Coaching, Tutoring Center,</li> <li>- Subject specific study halls, Jr./Sr. Humanities Intervention classes</li> </ul> </li> <li>• Reading/Writing intervention class for those not meeting State benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Building administrators as we work with departments on action plans related to this specific goal</li> <li>• Drew Cronk . . . OAKS date updates</li> <li>• Math department . . . Carnegie math program, sample problems in daily lessons, instructional aide targeted assignment</li> <li>• Period 7 and 8 options . . . Cheryl Ashdown and Greg Therrien</li> <li>• CAT Teams . . . building administrators</li> <li>• Reading Writing Intervention course work . . . Drew Cronk, Wendy Rider, Elizabeth Neely</li> </ul>
3b. Increase teacher use of effective instructional strategies (e.g., standards-based learning, SIOP, differentiation, culturally relevant pedagogies) to help each student make progress toward and mastery* of Learning	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		

Targets. (T1/R1/I1)			
3c. Strengthen the Quality Curriculum Cycle in order to efficiently identify instructional materials, resources and instructional strategies that support student learning. (I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
3d. Use the formative assessment process during instruction to help each student make progress toward and mastery* of Learning Targets. (T1/I1)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		
3e. Use interim and summative assessment data to improve classroom instruction and guide interventions and extensions for individual students (e.g., RTI, within PLCs). (T2/I1/I2)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future		

**Strategy 4. Effective instruction ensures each and every student demonstrates mastery\* of K-12 Learning Targets.**

*Strategic Plan Core Strategies (THRIVES) implemented: High Quality Empowered Teaching Staff, Individual Student Growth*

<b>Results</b> (The quantifiable change in adult and/or student knowledge, abilities, skills, attitudes or beliefs .)		<b>Evidence</b> (The data source for determining the extent of the change.)
<b>Evidence:</b> Address in the future.		
<b>District Supporting Strategy</b>	<b>Our Status</b>	
4a. Engage teachers in five-stage professional learning communities. (H1/I2)	<input type="checkbox"/> In place <input type="checkbox"/> On-going <input type="checkbox"/> Address now <input checked="" type="checkbox"/> Address future	

Alignment to the District Strategic Initiatives (THRIVES) and the College and Career Framework is articulated after each strategy and supporting strategy. (ie. I1, R1, etc.)