

**Bellingham Public Schools  
Strategic Planning Process**

School: Squalicum High School

Date: Fall 2007

**Annual update**

School Goal(s)	Specific Goal Statement
<b>ENVIRONMENT FOR LEARNING</b>	At Squalicum High School, student success will be supported through a welcoming, safe, and inclusive environment where 100% of the 2008 graduating students will be ready for college, career, and active citizenship.
<b>MATHEMATICS</b>	At Squalicum High School, 68.6% of Squalicum's 10 <sup>th</sup> grade students will meet or exceed grade level standards in math as measured by the WASL.
<b>READING</b>	At Squalicum High School, 81.4% of Squalicum's 10 <sup>th</sup> grade students will meet or exceed grade level standards in reading as measured by the WASL.
<b>WRITING</b>	At Squalicum High School, 77% of Squalicum's 10 <sup>th</sup> grade students will meet or exceed grade level standards in writing as measured by the WASL.

Site Council Chair Signature: \_\_\_\_\_

Principal's Signature: David Engle

**Action Plan: READING**

<b>School: Squalicum High School</b>						<b>Date: Fall 2007</b>	
<b>District Goal for Student Performance:</b> 84.7% of all 10 <sup>th</sup> grade students will meet or exceed grade level standards as measured by the WASL.							
<b>School Goal for Student Performance:</b> 82% of Squalicum's 10 <sup>th</sup> grade students will meet or exceed grade level standards in reading comprehension as measured by the WASL.							
Target Objective: Students will increase reading comprehension as measured by a 3.7% increase in WASL scores.							
<b>Strategies</b>	<b>C &amp; I</b>	<b>P.D.</b>	<b>P.I.</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact (include methods of assessment)</b>
Teachers, counselors, and staff will utilize and evaluate formative and summative data that assists students and the development of personalized learning plans for each 9 <sup>th</sup> and 10 <sup>th</sup> grade students <i>not yet at standard</i> .	x	x		Staff, counselors, Teachers,	<b>2005-2009</b>	9 <sup>th</sup> and 10 <sup>th</sup> grade student learning plans that identify interventions and strategies for preparing students to meet standard	100% of all 9 <sup>th</sup> and 10 <sup>th</sup> grade students <i>not yet at standard</i> will have a personalized student learning plan
All teachers across all subjects and grade levels will intentionally teach strategies that support literacy.	x			Teachers	<b>2005-2009</b>	Data collected from strategic plan review	3.7 % Increase in WASL Reading comprehension scores

**Action Plan: WRITING**

<b>School: Squalicum High School</b>					<b>Date: Fall 2007</b>		
<b>District Goal for Student Performance:</b> 78% of all 10 <sup>th</sup> grade students will meet or exceed grade level standards in writing as measured by performance on district and state assessments.							
<b>School Goal for Student Performance:</b> 77.7% of Squalicum's 10 <sup>th</sup> grade students will meet or exceed grade level standards in writing as measured by the WASL.							
<b>Target Objective:</b> The percent of students meeting or exceeding standard in writing will increase by 3%							
<b>Strategies</b>	<b>C &amp; I</b>	<b>P.D.</b>	<b>P.I.</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact (include methods of assessment)</b>
Common rubrics will be used by all teachers in all subjects at all grade levels for scholarly writing (MLA format) and oral communication/presentations.	x	x		All teachers	Spring 2006 - 2009	Observational data collected by the strategic plan self-review team and/or leadership team, team. Data will include samples of student work using the common school wide rubrics located on the T drive.	3.7 % increase in 10 <sup>th</sup> grade WASL reading scores.  95% of seniors pass the culminating project scholarly paper and oral presentation.  10% increase in completion of CP presentations during first semester
A Student Learning Plan for incoming 9 <sup>th</sup> and 10 <sup>th</sup> grade students NYAS ( <i>not yet at standard</i> ) will be developed that identifies intervention strategies based on student needs.	x	x	x	Staff, families, students, house secretaries, and counselors	Spring 2006 - 2009	Student Learning Plans Nav 101/Storm 101, student-led conferences	3.0% increase in 10 <sup>th</sup> grade students meeting <i>standard</i> as measured by the district and state assessments.



**Action Plan: MATH****School: Squalicum High School****Date: Fall 2007****District Goal for Student Performance:**68.8% of all 10<sup>th</sup> grade students will meet or exceed standards in math as measured by the WASL.**School Goal for Student Performance:**71.4% of Squalicum's 10<sup>th</sup> grade students will meet or exceed grade level standards in math as measured by the WASL.**Target Objective:**

A focus on numeracy will result in an increase of students meeting or exceeding standard by 4.8% as measured by the spring 2007 WASL.

<b>Strategies</b>	<b>C &amp; I</b>	<b>P.D.</b>	<b>P.I.</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact (include methods of assessment)</b>
A Student Learning Plan for 9 <sup>th</sup> and 10 <sup>th</sup> grade students NYAS ( <i>not yet at standard</i> ) will be developed that identifies intervention strategies based on student needs.	x	x	x	Staff, parents, & students	2005-2009	Student Learning Plans	4.8 % increase in the percent of students meeting standard as measured by the WASL
Teachers will utilize and evaluate formative and summative data to identify and implement interventions, strategies and programs identified from research and readings that address "effective" ways to increase student performance for students NYAS.	x	x	x	Math teachers	2005-2009	Student Learning Plans that identify student intervention strategies for students NYAS based on needs.  Nav 101/Storm 101 (9 <sup>th</sup> grade student led conferences)	4.8% increase in the percent of students meeting standard as measured by the WASL.
Middle School and high school staff and administrators will review level of rigor and relevance in courses at middle and high school and identify needed course or course sequence revisions and adjust course sequences in math and evaluate progress toward higher levels of rigor and relevance.	x	x		Middle school and high school math teachers and administrators	2005-2009	Articulation meeting notes	10% increase in the number of students completing a full sequence of math (4 years of math)

**Action Plan LEARNING ENVIRONMENT**

**School: Squalicum High School**

**Date: Fall 2007**

**District Goal for Student Performance:** All students will graduate ready for college, career and active citizenship.

**School Goal for Student Performance:** All 2008 graduating students will be ready for college, career and active citizenship.

**Target Objective:**

The number of students completing course sequences will increase by 10% and the number of 2008 students on time to graduate will increase by 3% as measured by the cohort on time graduation rate.

Strategies	C & I	P.D.	P.I.	Who	When	Evidence of Implementation	Evidence of Impact (include methods of assessment)
Expand one-on-one coaching with a focus on effective strategies for first powerful teaching and learning.	x	x		All teachers, administrators, coaches, district coach and Gates coach.	2005-2009	Focus plans and focus summaries  Professional development feedback forms  Teacher survey on impact of coaching on teacher practice	Ongoing growth over time in the use the essential strategies for powerful teaching and learning as measured by teacher survey.  100% of teachers being coached
Teachers will continue to improve first instruction by utilizing the Essential Strategies for Powerful Teaching and Learning in all content areas at all instructional levels for all students.	x	x		All Teachers Coaches, PD Team and Admin.	2005-2009	Late arrival feedback forms  Observational data collected from leadership team, coaches, and administrators.  Teacher survey  The professional development team's data on the impact of ongoing formative assessment and its impact on student learning.	10% increase in the impact of coaching on teacher practice as reported by teacher survey.  Increase in the number of indicators observed in all subjects across all levels that utilize all 7 essential strategies for first powerful teaching and learning.

**Action Plan: LEARNING ENVIRONMENT**

School: Squalicum High School						Date: Fall 2007	
<p><b>District Goal for Student Performance:</b> All students will graduate ready for college, career and active citizenship.  <b>School Goal for Student Performance:</b> 100% of 2008 graduating students will be ready for college, career, and active citizenship.</p>							
<p><b>Target Objective:</b>          The number of students completing rigorous courses to prepare for college level work, including linked course sequences, will increase by 10% and the number of 2008 students on time to graduate will increase by 3% as measured by the cohort on time graduation rate.</p>							
Strategies	C/ I	P D	PI	Who	When	Evidence of Implementation	Evidence of Impact)
Middle School and high school staff and administrators will review opportunities for students to have course sequences based on high standards beginning in middle schools and connected through high schools.	x			Middle school and high school teachers and administrators	2005-2009	Articulation meeting minutes	10% increase in the number of students completing course sequences.
Develop small learning communities (9 <sup>th</sup> grade teaming)	x	x		Teachers	2005-2009	Master Schedule Number of students on 9 <sup>th</sup> grade teams	Decrease Number of Fs 100% of 9 <sup>th</sup> grade students are in teams by 2007-08.
Implement, monitor, assess, and revise Culminating Project for all Grade 12.  Define skills needed for success and set goals to address those skills across all grade levels and disciplines	x	x	x	Teachers, administrators, culminating project coordinator, community, and students	2005-2009	Staff Feedback data on CP CP data	95% of all 12 <sup>th</sup> grade students meet standard on the culminating project.  Increase over time of students meeting deadlines and passing on the first submission.

**Action Plan: LEARNING ENVIRONMENT**

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<b>District Goal for Student Performance:</b> All students will graduate ready for college, career and active citizenship.							
<b>School Goal for Student Performance:</b> All 2008 graduating students will be ready for college, career, and active citizenship.							
<b>Target Objective:</b> The number of students completing rigorous courses to prepare for college level work, including linked course sequences, will increase by 10% and the number of 2008 students on time to graduate will increase by 3% as measured by the cohort on time graduation rate.							
<b>Strategies</b>	<b>C/ I</b>	<b>P D</b>	<b>PI</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact)</b>
Develop and implement a student survey to assess level of awareness about themselves as learners and their understandings about college/career readiness and provide every student one-on-one guidance time with a school counselor or teacher regarding progress toward college preparation and eligibility.	x			Teachers, counselors and career center staff	2007-2009	Online-Survey Focus group data Student Success Plans Spring 2007 survey looked at instruction, counseling services and small learning community  Difference between teamed and non teamed students Navigation 101/Storm 101	100% of students will have been provided one-on-one guidance time with a school counselor or teacher regarding progress toward college preparation and eligibility. 10% increase in students completing sequence courses
Identify, plan and implement transition activities for students and families moving from middle to high school.	x		x	Storm Mentor Coordinator, teachers, Activities staff and counselors	2006-2009	Storm Mentor Program Data Gear up	10% increase in student involvement and freshman passing with a C or better in all six classes. All students on track to graduate with peers and ready to demonstrate competency on the 10 <sup>th</sup> grade WASL
Develop classroom based assessments (CBAs) in Social Studies, Arts and health and fitness to inform rigorous and relevant instruction in these areas	x		x	SS, Arts & Health and Fitness	2007-2009	CBA data	Yr one will show baseline data of % of student success 2008-09 and 2009-10 increase in % of students meeting standard