

**Strategic Plan  
2007-08**

SCHOOL: SEHOME HIGH SCHOOL	READING	2007-08
<p><b>School Goal:</b> Identify and continue to use research-based instructional strategies, and develop interventions for not yet at standard readers to improve their success by 5% from the 2007 WASL on the 2008 WASL. The overall long-term goal is for ALL students to meet the reading standard on the state WASL prior to graduation. Our '07 reading score was 90.7 Our goal for '08 is 95.7.</p>		
Strategies	Evidence of Implementation	Evidence of Impact
<p>-Identify below level readers and develop interventions.</p> <p>-Pre-select the L-1 students from 7<sup>th</sup> grade WASL tests, and place those students as 9<sup>th</sup> graders into the Reading Support Class.</p> <p>-Counselors will meet one on one with the L-1 students weekly for the first half of the school year, to help ease the transition phase.</p> <p>-Staff is studying how assessment within the classroom should differ according to the desired outcomes. Formative and summative assessments in regard to reading and literacy are being studied.</p> <p>-9<sup>th</sup> grade science classes devote one full period per week to reading a science-based novel throughout the year.</p> <p>-One teacher at SHS has been selected to be part of the Reading Assessment Leadership Team at OSPI, and he will provide the staff with periodic staff development in regard to the WASL.</p> <p>-9<sup>th</sup> grade students will be tested in both their reading fluency and their oral reading competency in the fall of '07. The results of those assessments will be used to drive instruction at the 9<sup>th</sup> grade level.</p> <p>-9<sup>th</sup> grade teams of Language Arts and World Connections are fully operational and data is studied regularly to follow the success of 9<sup>th</sup> grade students.</p>	<p>-Students performing below standard were identified and scheduled into a 9<sup>th</sup> grade English class with a special focus on improving literacy skills.</p> <p>-All teachers make reading a priority in their classes, regardless of the content area.</p> <p>-Powerful teaching strategies are being used in all classes.</p> <p>-Students' reading needs are being addressed at their level, and all students are appropriately challenged by the assignments that involve reading.</p> <p>- RALT teacher will be given time at late arrivals to provide training to teachers.</p> <p>-Knowledge of individual student ability will be known early in the year by teachers, and lessons can be developed accordingly.</p> <p>Data is collected on an on-going basis and is used to change and drive further instruction.</p>	<p>-By the end of the school year, 9<sup>th</sup> graders will be fully transitioned and will be on track to graduate.</p> <p>-School-wide, 95% of our 10<sup>th</sup> graders will meet or exceed the standard on the Spring 2008 Reading WASL.</p> <p>Students feel connected to their core teachers, and know how to ask for the help they'll need throughout their high school careers.</p>

<p>-11<sup>th</sup> and 12<sup>th</sup> graders still not yet at standard on the state WASL reading test are being tutored one-on-one and in small group tutoring sessions. PAS money is being used to offer these students intense and specific instruction as they prepare for the spring high stakes test.</p> <p>-Second semester of this year, we will offer a section of literacy support to 10<sup>th</sup> graders who were at level two in reading in 7<sup>th</sup> grade. Instruction will be centered on preparing these students to hit the standard on their first try at the 10<sup>th</sup> grade WASL in the spring.</p> <p>-All teachers received direct instruction in how to use the new district Literacy Guide. The training was content-specific.</p>	<p>Students will receive the help they need.</p> <p>Students will receive the literacy help they need.</p> <p>Common scoring guides will be used by the teachers.</p>	<p>11<sup>th</sup> and 12<sup>th</sup> graders will pass their WASL tests.</p> <p>10<sup>th</sup> graders will pass the WASL test.</p> <p>Students will learn common terminology and common expectations school-wide.</p>
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SCHOOL: SEHOME HIGH SCHOOL	WRITING	2007-08
<p><b>School Goal:</b> Identify and continue to use research-based instructional strategies to improve writing WASL scores by 3% per year. The overall goal is for ALL students to meet or exceed the writing standard on the state WASL exam prior to graduation. The '07 score for writing was 95.3. Our '08 goal is 98%.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<p>-Sehome writing assessment for Grade 10 established to assess progress towards state benchmarks.</p> <p>-Administer the district 9<sup>th</sup> grade writing assessment in the fall of '06 so that teachers can work with the students throughout the year on their writing skills.</p> <p>-Data identifying students with low writing skills was shared with classroom teachers across disciplines and continues to be used to guide interventions and develop support for individual students.</p> <p>- After school writing tutoring will be offered to all students not yet at standard based on their 10<sup>th</sup> grade WASL scores.</p> <p>-The new Literacy Guide was intentionally taught to all teachers with a content-specific approach.</p> <p>- PAS money is being used to target our 11<sup>th</sup> and 12<sup>th</sup> graders not yet at standard to offer intense one-on-one writing support.</p>	<p>10<sup>th</sup> Grade students will be assessed in Sehome English classes this year to determine how they are progressing towards the writing benchmarks as measured on the WASL.</p> <p>-Particularly in 9<sup>th</sup> and 10<sup>th</sup> grade English classes, data on student writing is being used to shape curriculum and individualize instruction.</p> <p>-4-trait writing language is taught and encouraged at all levels and in all classes.</p> <p>-9<sup>th</sup> Grade science students are guided by a common writing rubric used in all 9<sup>th</sup> grade science classes. All 9<sup>th</sup> grade students are required to keep a written journal of their work. In mathematics, CPM teachers are applying writing strategies learned in cross discipline meetings to improve written communication in math.</p> <p>-The English department has developed a demonstration database that contains information on 9<sup>th</sup> grade speaking outcomes, 9<sup>th</sup> grade plagiarism, 10<sup>th</sup> grade writing assessment, and 10<sup>th</sup> grade introduction to the MLA. This information is used by individual teachers and as a department to assess and adjust individual and group instruction.</p>	<p>-School-wide, 98% of Sehome students will meet or exceed the standard on the Spring 2007 Writing WASL.</p> <p>“</p> <p>“</p>

SCHOOL: SEHOME HIGH SCHOOL	MATH	2007-08 REPORT
<p><b>School Goal:</b>  Identify and continue to use research based instructional strategies to raise math WASL scores by 5% per year. Particular attention and intense focus will be given to low-income students. The overall goal is that ALL students meet or exceed standard on the math WASL prior to graduation. Our '07 score was 72.4. Our '08 goal is 77%.</p>		
Strategies	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>-Continue implementation and practice of new CPM curriculum.</li> <li>-Identify the 9<sup>th</sup> grade L-1 students based on their 7<sup>th</sup> grade math WASL scores, and place them into a special math support class, in addition to their regularly scheduled math class.</li> <li>-PAS funds will be used to offer intense tutoring of WASL Prep Math, specifically targeted at 11<sup>th</sup> and 12<sup>th</sup> graders who did not pass the 10<sup>th</sup> grade math WASL.</li> <li>-Identify, while respecting the confidentiality of the students, the low-income students and continue to develop school-wide strategies to address the math skills of this group as a whole.</li> <li>-Provide teachers the individual math student data on each of their students, by strand, with the expectation that teachers work to raise the strand levels of each of their students.</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers are using CPM materials and strategies in Foundations for Algebra, Algebra I, and Integrated Geometry classes.</li> <li>-Tutoring classes are occurring twice weekly, and students are attending willingly.</li> <li>-Classes and sessions are taught with the specific goal of helping students prepare to pass the math WASL.</li> <li>-Math teachers become proficient at meeting each student at their math level, and using powerful teaching strategies, challenge each student at the appropriate level.</li> <li>-Teachers know who their low-income students are in each class, and ensure that their math needs are being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>-School-wide, 77% of Sehome 10<sup>th</sup> graders will meet or exceed standard on the Spring, 2007 state WASL in the area of math.</li> <li>-School-wide, our low-income population will increase their math scores on the WASL</li> </ul>

<b>SCHOOL: SEHOME HIGH SCHOOL</b>	<b>LEARNING ENVIRONMENT</b>	<b>2007-08</b>
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**School Goal:**  
 Create a personalized environment that increases awareness, respect, and appreciation for individual differences, and involves all stakeholders in working collaboratively to make connections between learning and life. The overall goal is for ALL students to graduate from high school ready for college, career and citizenship.

<b>Strategies</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<p>-Sehome's unexpected drop in enrollment last year prompted the staff to begin discussions in earnest how we might better track our students, keep them with us for the duration on their high school years, etc. Those talks continue this year, in our early dismissal meetings, which occur once a month. Our enrollment is holding its own so far this year.</p> <p>-Data is collected at the beginning of each year to determine our running start population. Discussions continue on how to create an upper classman environment that is more inviting and better meets the needs of our upperclassmen.</p> <p>-Gates funding will be prioritized to creating more personalized learning environments where all students feel valued and their voice is heard.</p> <p>-Staff is working and meeting regularly in grade level teams to discuss the specialized needs of each grade level and how we might provide the most integrated and connected curriculum possible.</p> <p>-Student voice will be valued and encouraged, and students will begin to play a much larger role in the decision making of the school.</p> <p>-Our Student Performance Troupe, whose purpose is to raise awareness and teach skills to reduce incidences of bullying and harassment, is continuing to grow. The troupe has already performed for the Freshmen and their parents at Freshman Orientation, and for the Sehome Staff. They have other performances planned throughout the year.</p> <p>-Students and staff will be receiving diversity</p>	<p>-Students feel connected to Sehome, and show a willingness to stay.</p> <p>-Teachers do "Whatever it Takes" to create a learning community where every student is cared for and the needs of all students are met.</p> <p>-Staff buy-in for the Culminating Project is strong. Each department plays a part in ensuring that all seniors meet this requirement and have the support they need.</p> <p>-Student Forums are offered quarterly, allowing students to verbally "weigh in" on important issues.</p> <p>-Students understand that bullying and harassment are not tolerated in our school, and they have the skills to deal with it when they see it, or when they are a victim of it.</p> <p>-Staff sees the value of the home and school partnership, and that getting all students to standard will require that partnership to be healthy and active.</p> <p>-Staff communicates regularly and consistently with parents regarding their students' academic progress.</p> <p>-Progress is being made toward a learning environment for 11<sup>th</sup> and 12<sup>th</sup> graders that is more age and skill appropriate for them.</p>	<p>-The on-time graduation rate at Sehome goes up steadily, with the overall goal being 100% graduation.</p> <p>-Students are prepared for their next level of education.</p> <p>-Students are fully invested in their own education, and they understand the importance of a high school diploma and beyond.</p> <p>Parents feel a part of the team at Sehome.</p> <p>Students have a voice and know how to use it appropriately.</p> <p>No one is bullied or harassed at Sehome.</p>

<p>training. This will help us in our efforts to reach out in more effective ways to our students of color, and help them to feel more included in our school.</p> <p>-Staff read the book, "How to Grade for Learning, by Ken O'Conner last year, and this year will use what they learned from our discussions to find new ways of offering authentic assessment to our students, and using the results of their assessments to drive future instruction.</p> <p>-Grade level learning communities are formed at the 9<sup>th</sup> grade levels to connect and integrate the curriculum.</p> <p>-11<sup>th</sup> and 12<sup>th</sup> grade teachers will work toward the re-design of those two years at Sehome.</p> <p>- All teachers will begin using the ParentConnect part of Zangle to stay in good communication with parents regarding their students' grades and progress.</p> <p>-We will continue to strive toward creating a more personalized learning environment for all of our students, with a special emphasis on our special populations, including low-income.</p>		<p>All students are valued and respected and feel a part of the school community.</p> <p>Staff includes student choice and voice in their assessment opportunities.</p> <p>Students understand the connections between school and the world.</p> <p>Students stay at Sehome for their entire four years of school.</p> <p>All teachers upgrade their ParentConnet page once every two weeks.</p> <p>We will meet AYP in the area of low-income attendance for the test.</p>
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SCHOOL: SEHOME HIGH SCHOOL	TECHNOLOGY	2007-08 REPORT
<b>School Goal</b> See separate Strategic Plan for Technology.		
<b>Strategies</b>	<b>Evaluation Strategies and/or Tools</b>	
<ol style="list-style-type: none"> <li>1. Survey of where we currently stand in the following areas: <ul style="list-style-type: none"> <li>How are we using the computers we do have?</li> <li>What is the priority for placing any new computers?</li> <li>Clusters?</li> <li>9<sup>th</sup> grade teams?</li> <li>Etc.</li> </ul> </li> <li>2. Teacher use of technology <ul style="list-style-type: none"> <li>Future professional development</li> <li>How to best use the results of the teacher self assessment tool, PILOT</li> </ul> </li> <li>3. The future of Tech Connections</li> <li>4. What classes can/will/should replace T.C.?</li> <li>5. What is our vision of computers and technology at Sehome?</li> <li>6. Establish and prioritize our technology wish list: <ul style="list-style-type: none"> <li>In-focus for every room</li> <li>Document cameras for every room</li> <li>Voting machines...where?</li> <li>Smartboards...how many...where?</li> </ul> </li> <li>7. Electronic Portfolios for Culminating Project</li> <li>8. Mini-articulation of technology skills 9-12. Who teaches what and when?</li> </ol>	<p>See separate plan.</p>	