

**Report of Strategic Plan Progress
2007-2008**

SCHOOL: SEHOME	READING	2007-2008 REPORT
<p>School Goal: 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 test prior to graduation. Our '07 reading score was 90.7. Our goal for '08 is 95.7</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> ▪ 9th grade Level one students continue to be a priority. Counselors meet with their L-1 students on a weekly basis throughout the first semester, and 20 of our I-1 readers are placed into a literacy support class for first semester. ▪ All 9th graders take the ORF and The DRP reading tests in the fall. ▪ Seniors who still needed to pass the WASL reading test were given special one-on-one tutoring before and after school. 	<ul style="list-style-type: none"> ▪ This is our third year implementing this strategy. Each year, our reading scores have increased, and students report feeling more successful in getting their high school career off the ground successfully. ▪ Teachers administer the tests, and then work with the students and their test results all year. ▪ Administrators met with every senior still not yet at standard, and helped him or her create a tutoring schedule that worked for them. 	<ul style="list-style-type: none"> ▪ The number of students not yet at standard in reading is very low, and is getting lower each year. ▪ Students have an understanding of their reading level, and teachers use test results to help students achieve their next level of reading achievement. ▪ No student was denied graduation for not being at reading standard.

SCHOOL:	WRITING	2007-2008 REPORT
<p>School Goal: Identify and use research-based instructional strategies to improve writing WASL scores by 3% per year. The overall goal is for ALL students meet or exceed the writing standard on the WASL exam prior to graduation. The '07 score for writing was 95.3 The '08 goal is 98%.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> ▪ Every 10th grader participated in our school-based writing assessment. ▪ Teachers were trained in our new literacy guide. ▪ Our culminating project scholarly paper continues to be a junior assessment. 	<ul style="list-style-type: none"> ▪ The writing assessment occurred in January, and our own teachers assessed the papers. This allowed our teachers to calibrate papers using a common scoring guide, and to use the results of the assessment immediately. ▪ Teachers were asked to use the common scoring guides in the literacy guide. ▪ The scholarly paper written at the junior level allows for a challenging and rigorous writing assessment. 	<ul style="list-style-type: none"> ▪ Our writing scores are our highest scores. Over 95% of our students are meeting standard on the WASL. ▪ All seniors met standard on the WASL, on this, the first required year. ▪ Our Culminating Project has quickly become a source of pride for our school, with all seniors presenting and passing standard.

SCHOOL:	MATH	2007-2008 REPORT
<p>School Goal: Identify and use research-based strategies to raise math WASL scores by 3 % per year. Particular attention and intense focus will be given to our low-income students. The overall goal is that ALL students meet or exceed standard on the math WASL prior to graduation. Our '07 math score was 82.5. Our '08 goal is 85%.</p>		

Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> ▪ Our Level one students are served a double dose of mathematics via our math support class. This class serves 20 students per semester, and has one teacher, one instructional aide, and one parent volunteer working with the students. ▪ We continue to make strong effort at reaching our low-income students. This has been our weakest area. 	<ul style="list-style-type: none"> ▪ This is our third year of having this course. ▪ Our math teachers use strategies of motivation and encouragement to assess each student on a continual basis. 	<ul style="list-style-type: none"> ▪ Our math scores are much higher than the state average. Last year, 70 % of our students met or exceeded standard.

SCHOOL:	LEARNING ENVIRONMENT	2007-2008 REPORT
<p>School Goal: Create a personalized learning 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 graduate from high school ready for college, career, and citizenship.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> ▪ Our school-wide goal this year was on helping our struggling students. To that end, staff developed a Pyramid of Interventions. The pyramid outlines interventions at the classroom level, the department level, the school level, and the community level that can be used to answer the essential question, “How do we respond as a school when our students do not learn?” ▪ We piloted a 9th grade transition program this year called Navigation 101. ▪ Our 9th grade teams continue to grow and evolve. 	<ul style="list-style-type: none"> ▪ As staff develops the interventions, they are placed on the individual students’ on-line learning plan, which can be accessed by any teacher. This way, we can see what works for student intervention without reinventing the wheel each time. ▪ Nav 101 is taught to one-third of our 9th graders. It is an advisory program, where approximately 10 students are matched with an adult throughout the year. The program culminates in a year-end student-led conference. ▪ 100% of our 9th graders are teamed in their English, technology, and history classes. 	<ul style="list-style-type: none"> ▪ Students will benefit from a pyramid of interventions that increases with intensity if the student still struggles. ▪ Our preliminary data shows that our students involved in this program were more successful at making a full transition to high school life, and reported feeling well supported by the adults in the program. ▪ Our 9th grade first semester failure rate dropped from 39% two years ago to 21% this year. We take that as positive signs that our students are responding to the more nurturing environment of an integrated team.

SCHOOL:	TECHNOLOGY	2007-2008 REPORT
<p>School Goal: Provide our students and staff with state of the art technology so they can learn and use technology as a tool for their overall learning experiences.</p>		
Strategies/Summary Statement	Evaluation Strategies and/or Tools	

- Laptops for student use
- Three interactive white boards were installed this year.
- Tech connections has been fully integrated into our 9th grade teams.
- The majority of our staff has passed their tier one technology test.
- Our district is working on putting wireless hubs throughout our building.

- We received 60 new laptops this year. They are housed on carts, 15 to a cart, and the cart is the wireless hub. The teachers and the students are using them daily, and reports are very positive.
- The interactive white boards are in our US history classrooms. Our tech plan calls for the purchase and installation of more each year.
- Because our students now learn their basic tech skills through our integrated approach, our students are able to pursue more advanced tech classes during their high school years.
- Our teachers are working toward achieving their tier two and year status.
- The wireless hubs are encountering installation issues, and the going is slow.