

**Strategic Plan
2006-07**

SCHOOL: SEHOME HIGH SCHOOL	READING	2006-07
<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 2006 WASL on the 2007 WASL. The overall long-term goal is for ALL students to meet the reading standard on the state WASL prior to graduation.</p>		
Strategies	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Identify below level readers and develop interventions. • Pre-select the L-1 students from 7th grade WASL tests, and place those students as 9th graders into the Reading Support Class. • 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. • 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. • 9th grade science classes devote one full period per week to reading a science-based novel throughout the year. • 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. • 9th grade students will be tested in both their reading fluency and their oral reading competency in the fall of '06. The results of those assessments will be used to drive instruction at the 9th grade level. 	<ul style="list-style-type: none"> • Students performing below standard were identified and scheduled into a 9th grade English class with a special focus on improving literacy skills. • All teachers make reading a priority in their classes, regardless of the content area. • Powerful teaching strategies are being used in all classes. • Students' reading needs are being addressed at their level, and all students are appropriately challenged by the assignments that involve reading. • RALT teacher will be given time at late arrivals to provide training to teachers. • Teachers will have knowledge of individual student ability early in the year, and lessons can be developed accordingly. 	<ul style="list-style-type: none"> • By the end of the school year, 9th graders will be fully transitioned and will be on track to graduate. • School-wide, 95% of our 10th graders will meet or exceed the standard on the Spring 2007 Reading WASL.

SCHOOL: SEHOME HIGH SCHOOL	WRITING	2006-07
<p>School Goal: Identify and continue to use research-based instructional strategies to improve writing WASL scores by 5% per year. The overall goal is for ALL students to meet or exceed the writing standard on the state WASL exam prior to graduation.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Sehome writing assessment for Grade 10 established to assess progress towards state benchmarks. • Administer the district 9th grade writing assessment in the fall of '06 so that teachers can work with the students throughout the year on their writing skills. • 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. • After school writing and reading tutoring will be offered to all students not yet at standard based on their 10th grade WASL scores. 	<ul style="list-style-type: none"> • 10th 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. • Particularly in 9th and 10th grade English classes, data on student writing is being used to shape curriculum and individualize instruction. • 6-trait writing language is taught and encouraged at all levels and in all classes. • 9th Grade science students are guided by a common writing rubric used in all 9th grade science classes. All 9th 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. • The English department has developed a demonstration database that contains information on 9th grade speaking outcomes, 9th grade plagiarism, 10th grade writing assessment, and 10th grade introduction to the MLA. This information is used by individual teachers and as a department to assess and adjust individual and group instruction. 	<ul style="list-style-type: none"> • School-wide, 94% of Sehome students will meet or exceed the standard on the Spring 2007 Writing WASL.

SCHOOL: SEHOME HIGH SCHOOL	MATH	2006-07 REPORT
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School Goal:

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.

Strategies	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Continue implementation and practice of new CPM curriculum. • Identify the 9th grade L-1 students based on their 7th grade math WASL scores, and place them into a special math support class, in addition to their regularly scheduled math class. • PAS funds will be used to offer two sections of WASL Prep Math, specifically targeted at 11th graders who did not pass the 10th grade math WASL. • PAS funds will be used to offer after school tutoring in math to all students who are not yet at standard. • 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. • 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. 	<ul style="list-style-type: none"> • Teachers are using CPM materials and strategies in Foundations for Algebra, Algebra I, and Integrated Geometry classes. • Tutoring classes are occurring twice weekly, and students are attending willingly. • Classes are taught with the specific goal of helping students prepare to pass their second try at the math WASL. • Math teachers become proficient at meeting each student at their math level, and using powerful teaching strategies, challenge each student at the appropriate level. • Teachers know who their low-income students are in each class, and ensure that their math needs are being addressed. 	<ul style="list-style-type: none"> • School-wide, 77% of Sehome 10th graders will meet or exceed standard on the spring, 2007 state WASL in the area of math. • School-wide, our low-income population will increase their math scores on the WASL

SCHOOL: SEHOME HIGH SCHOOL	LEARNING ENVIRONMENT	2006-07
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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.

Strategies	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • 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 steering committee meetings, which meet twice a month. • Data was collected at the beginning of the year to determine our running start population. Discussions have begun on how to create an upper classman environment that is more inviting and better meets the needs of our upperclassmen. • Gates funding will be prioritized to creating more personalized learning environments where all students feel valued and their voice is heard. • 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. • Student voice will be valued and encouraged, and students will begin to play a much larger role in the decision making of the school. • 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. • Students and staff will be receiving diversity 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. • Staff is reading the book, “How to Grade for Learning, by Ken O’Conner, and will use what they learn from our discussion to find new ways of offering authentic assessment to our students, and using the results of their assessments to drive future instruction. • Grade level learning communities are formed at the 9th and 10th grade levels to connect and integrate the curriculum. • 11th and 12th grade teachers will work toward the re-design of those two years at Sehome. • All teachers will begin using the ParentConnect part of Zangle to stay in good communication with parents regarding their students’ grades and progress. 	<ul style="list-style-type: none"> • Students feel connected to Sehome, and show a willingness to stay. • Teachers do “Whatever it Takes” to create a learning community where every student is cared for and the needs of all students are met. • 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. • Student Forums are offered quarterly, allowing students to verbally “weigh in” on important issues. • 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 are a victim of it. • 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. • Staff communicates regularly and consistently with parents regarding their students’ academic progress. • Progress is being made toward a learning environment for 11th and 12th graders that is more age and skill appropriate for them. 	<ul style="list-style-type: none"> • The on-time graduation rate at Sehome goes up steadily, with the overall goal being 100% graduation. • Students are prepared for their next level of education. • Students are fully invested in their own education, and they understand the importance of a high school diploma and beyond.