

**Bellingham Public Schools
Strategic Planning Process**

School: Squalicum High School

Date: Fall 2006

X **Annual Update**
 Complete Revision

School Goal(s)	Specific Goal Statement
ENVIRONMENT FOR LEARNING	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.
MATHEMATICS	At Squalicum High School, 63.8% of Squalicum's 10 th grade students will meet or exceed grade level standards in math as measured by the WASL.
READING	At Squalicum High School, 77.7% of Squalicum's 10 th grade students will meet or exceed grade level standards in reading as measured by the WASL.
WRITING	At Squalicum High School, 74% of Squalicum's 10 th 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

School: Squalicum High School						Date: Fall 2006	
District Goal for Student Performance: 81% of all 10 th grade students will meet or exceed grade level standards as measured by the WASL.							
School Goal for Student Performance: 77.7% of Squalicum's 10 th grade students will meet or exceed grade level standards as measured by the WASL.							
Target Objective: Students will increase reading comprehension as measured by a 5% increase in WASL scores.							
Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Teachers and the reading support specialist will utilize and evaluate formative and summative data that assists students and the development of personalized learning plans for each 9 th and 10 th grade students <i>not yet at standard</i> .	X	X		Reading Support specialist, Teachers, families and students	2006-2007	9 th and 10 th grade student learning plans that identify interventions and strategies for preparing students to meet standard	100% of all 9 th and 10 th grade students <i>not yet at standard</i> will have a personalized student learning plan
All teachers will intentionally teach strategic reading strategies across all subjects and grade levels.	X			Teachers	2005-2007	Data collected from strategic plan review	All teachers will intentionally teach strategic reading strategies

Action Plan: WRITING

School: Squalicum High School						Date: Fall 2006	
District Goal for Student Performance: 75% of all 10 th grade students will meet or exceed grade level standards in writing as measured by performance on district and state assessments.							
School Goal for Student Performance: 71% of Squalicum's 10 th grade students will meet or exceed grade level standards in writing as measured by the WASL.							
Target Objective: The percent of students meeting or exceeding standard in writing will increase by 3% in Content/Organization/Style and 95% of 12 th grade students will meet standard on the culminating project scholarly paper.							
Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
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	2006-2007	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.	10 % reduction in 10 th grade students <i>not yet at standard</i> on the district and state assessments. 95% of seniors pass the culminating project scholarly paper and oral presentation.

A Student Learning Plan for incoming 9 th 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 support specialist	2006-2007	Student Learning Plans	10 % reduction in 10 th grade students <i>not yet at standard</i> as measured by the district and state assessments.
All 9-12 grade students will have writing portfolios that will show student progress on benchmark criteria used to assess student proficiencies in scholarly writing.	X			English Teachers	2006-2007	Student portfolios	3.5% increase in content/organization/ and style as measured by the WASL. 95% of 12 th grade students will meet standard on the culminating project scholarly paper.

Action Plan: MATH

School: Squalicum High School						Date: Fall 2006	
District Goal for Student Performance: 64% of all 10 th grade students will meet or exceed standards in math as measured by the WASL.							
School Goal for Student Performance: 63.8% of Squalicum's 10 th grade students will meet or exceed grade level standards in math as measured by the WASL.							
Target Objective: The percent of students meeting or exceeding standard will increase by 4.6% in problem solving/reason logically and by 4.6% in communicating understanding as measured by the Spring 2006 WASL.							
Strategies	C/I	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
A Student Learning Plan for 9 th and 10 th 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	2006-2007	Student Learning Plans	4.6 % 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	2006-2007	<ul style="list-style-type: none"> - Cognitive Tutor program assessments that show student progress. - Student Learning Plans that identify student intervention strategies for students NYAS based on needs. - Reorganized Algebra I curriculum that covers a 2-year span. 	<p>4.6% increase in the percent of students meeting standard as measured by the WASL.</p> <p>10% Increase in number of students passing Algebra I.</p>

Middle School and high school staff and administrators will review level of rigor 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	X	X		Middle school and high school math teachers and administrators	2006-2007	Articulation meeting notes	10% increase in the number of students enrolled in advanced courses such as AP, and Physics. 10% increase the number of students completing a full sequence of math (4 years of math)
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Action Plan LEARNING ENVIRONMENT

School: Squalicum High School						Date: Fall 2006	
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 rigorous courses to prepare for college level work, including linked course sequences, AP and honors classes 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	PD	PI	Who	When	Evidence of Implementation	Evidence of Impact
Expand one-on-one coaching with a focus on effective strategies for first powerful teaching and learning and an increase in rigor and relevance.	X	X		All teachers, administrators, coaches, district coach and Gates coach.	2006-2007	<ul style="list-style-type: none"> - Focus plans and focus summaries - Rigor and relevance rubric baseline data - Professional development feedback forms - Data and artifacts collected from Strategic Plan self-review 	<ul style="list-style-type: none"> 100% of the teachers will utilize the essential strategies for powerful teaching and learning as measured by strategic plan self-review assessments. - 10% increase in the number 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	2006-2007	<ul style="list-style-type: none"> - Late arrival feedback forms - Observational data collected from leadership team, coaches, administrators, and strategic plan self review team - The professional development team's data collected around 2006-07 school goal focus on formative assessment and its impact on student learning. 	<ul style="list-style-type: none"> - Reduction in % of students <i>not yet at standard</i> in reading (10%), writing (3.5%), and math (4.6%). - 75% of all teachers in all subjects across all levels utilize all 7 essential strategies for first powerful teaching and learning as shown through observation data.
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	2006-2007	Articulation meeting minutes	10% increase in the number of students completing course sequences.

Develop standards-based assessing and reporting structures for students in grades 6-10 in the areas of reading, writing, and math and prepare a plan to pilot the structure.	X	X		Teachers	2006-2007	Samples of assessments and reporting structures Pilot plans prepared with a select group of 9 th grade teachers	9 th grade Teacher teams in place for 2006-2007 school year. 80% of 9 th grade students are in teams.
Implement, monitor, assess, and revise Culminating Project for all Grade 12, including community connection and advisor. Define self-directed learning criteria and assess for teaching, practice and mastery of the criteria across all subjects and grade levels.	X	X	X	Teachers, administrators, culminating project coordinator, community, and students	2006-2007	Self-directed learning criteria Self review data indicating evidence of the criteria being taught and assessed across all subjects and all grade levels.	95% of all 12 th grade students meet standard on the culminating project. 100% of all teachers provide opportunities for all students to demonstrate skills of self-directed learning.
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	100% of students have been provided one-on-one guidance time with a school counselor or teacher regarding progress toward college preparation and eligibility. 42% of students will meet the requirements for admission to Washington's 4-year institutions, based on transcripts of 12 grade students. 10% increase in students completing rigorous courses such as AP, 3-year science sequence, 4 year math sequence
Develop procedures to review and approve plans for smaller learning communities.		X	X	Staff, administration, parents, and students	2006-2009	Small learning community plan and procedures	80% of 9 th grade students are in teams 9 th grade pilot teams are in place for 2006-2007.
Identify, plan and implement transition activities for students and families moving from middle to high school.	X		X	Storm Mentor Coordinator, Calming the Storm Improv Troupe Coordinator, teachers, Activities staff and counselors	2006-2007	Storm Mentor Program Data Performances by Improv Troupe on intimidation, bullying and harassment Activities agenda	10% reduction in absenteeism and discipline incidents