

School Improvement Plan  
Narrative Overview

**Woodrow Wilson High School**

PROGRESS TOWARD PREVIOUS YEAR'S GOALS  
2009-10

Our students' progress in the area of reading, as measured by the High School Proficiency Exam (HSPE), has basically shown no growth over the last four years (three years, WASL; one year, HSPE). WHS has moved from a low of 72.8% in 2006 to a high of 78% in 2007, 2009 and 2010. We are very pleased with our participation rate which was 95% in the spring of 2010. We are not satisfied with our current indicators of growth on the HSPE Reading exam and are, therefore, intentionally focusing our efforts to significantly improve our students' achievement in this area. We hope to achieve a minimum goal of 82% passing rate as measured by the 2011 reading exam.

In the area of mathematics, we see a significant need for improvement. Our student's performance as measured by the 2010 HSPE did not meet our established targets. We are very pleased with our participation rate, which was 98.8%. Our scores have shown little, if any, growth over the last 5 years. A significant emphasis on mathematics, along with many layers of support across our school district and within our school are needed if we are to see a significant increase in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the end of course exams in May of 2011.

In writing, we have seen exceptionally consistent growth over the last five years. From 2006 through 2010, WHS has moved from a 75% passing rate in writing to 93%. Our participation rate was 98%. We introduced a school wide cross- curricular writing program in 2006 which helped bring our scores into the high 80's. Last year we offered some additional assistance during the school day for all students who scored at a Level II in middle school or were recommended by their 9<sup>th</sup> grade English teachers for additional learning opportunities. We believe this specific, targeted focus helped us break into the 90% success rate.

OVERVIEW OF SCHOOL IMPROVEMENT  
2010-11

**Continuous Improvement Process and Stakeholder Participation**

The content of this plan represents the ongoing work and goals established within our school for the 2010-2011 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within departments and as a part of whole-staff work sessions. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward student achievement.

New strategies that we are piloting this year is a Math Intervention class option for all students currently taking first year Algebra. Every Algebra teacher has an intervention class within their daily schedule specifically designed for students from their Algebra class lists. Students are identified through data analysis from middle school math performance and teacher recommendations. Typical class sizes are in

the 10-12 range and students receive more personal assistance through the use of varied instructional strategies and pre-teaching concepts.

Another change for this year is creating a more intentional, laser-like, school wide focus on Reading Comprehension within our English, Social Studies, Science and Health Classes. We are utilizing OSPI HSPE Reading preparation programs that help our teachers understand instructional techniques for teaching reading strategies to our 9<sup>th</sup> and 10<sup>th</sup> graders. We will use the year long curriculum for our 9<sup>th</sup> graders and the intensified 4-week program for our 10<sup>th</sup> graders.

We will continue our work with Standards Based Instructional strategies (started in 2008) and add the Standards Based Assessment piece for this school year. We have three staff members who are currently using SBI grading practices and will share their experiences during Waiver Day opportunities. All Waiver Day and Professional Development opportunities will focus on this work throughout the year. We will continue to build the leadership capacity of our staff.

We will continue our work with the Teacher Development Group. All math teachers will participate in staff development opportunities. The major focus areas of this training are: student discourse, student engagement, varied instructional strategies, teacher questioning strategies, and ultimately offering mathematical lessons and tasks that maximize learning.

## **Review of Data to Establish Improvement**

### **Achievement**

Spring Data (expressed as a percentage of students meeting standard)

<b>Grade 10</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Reading</b>	72.8	78.2	76.3	78.5	78.2
<b>Mathematics</b>	32.8	41.2	34.7	39.9	35.2
<b>Writing</b>	75.8	84.6	89.8	87.6	93.1
<b>Science</b>	19.8	32.1	27.4	23.6	45.5

The school-wide data from the 2010 HSPE indicates excellent growth in Writing and Science, consistent scoring in Reading, and very little change in Math since 2006. Our SIP plan focuses on school-wide HSPE reading preparation and numerous staff development expectations for our entire math department. We hope this school-wide focus will help us meet our goals of an 82% or higher passing rate in Reading and 52% passing rate in Math. We will continue to stay the course with our writing strategies and our Science Department will continue to utilize the strategies that were used in 2010 that resulted in a 22% increase in the HSPE Science passing rate.

### **Attendance**

(Average daily attendance)

<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
96.7	96.4	97.8	93.1	97.3

## Dropout

2005	2006	2007	2008	2009
5.2	6.2	6.5	2.6	4.5

## Graduation

	2005	2006	2007	2008	2009
<b>On-time</b>	76.5	76.1	74.6	87.1	80.8
<b>Extended</b>	88.7	82.4	77.1	90.3	81.2

## College

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>College Direct</b>	56.7	57.5	56.9	58.3	63.9
<b>College Direct 2-year</b>	34.9	31.6	33.7	35.2	38.9
<b>College Direct – 4 year</b>	22.7	26.8	24.0	25.9	29.0
<b>Persistence Rate</b>	82.6	82.8	85.4	84.0	71.4

### **Planning for Transitions** (from high school to post-secondary learning, work, career, or military)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one learning level to the next. The most significant year for determining success in high school is 9<sup>th</sup> grade. We currently are supporting struggling 9<sup>th</sup> graders through our Extended Learning Opportunity (ELO) in English, Science, and Math. Students are identified by the teacher and are given extra support from the teacher after school. We know this is beneficial as we continue to have a significant drop in repeat 9<sup>th</sup> graders (79 repeater in 09-10, 57 repeater for 10-11). At Wilson 40% of our graduating seniors attend two year colleges and 35% attend four year colleges. We currently have a Marine JROTC program at Wilson which assists many of our students who are heading into the military post high school. In 2009 the HERO program for 9<sup>th</sup> and 10<sup>th</sup> graders and the CFS scholars for 11<sup>th</sup> and 12<sup>th</sup> graders were implemented. The goal of these programs is to identify students who are under represented in college and assist them in preparing for and apply to colleges. In our CFS scholar program we currently have 38 seniors and 48 juniors participating. Wilson has also implemented our Ram Team advisory where students learn about graduation requirements, develop a plan for next steps, and then implement that plan through course selection, portfolio development, and college/career awareness training all being put together in their senior year with their Culminating project. Our counselors also work closely with each student so they are aware of their credits, grade level status and college preparedness.

### **Characteristics of High Performing Schools**

At WHS, the BERCC data (taken in the fall of 2009) reflects a number of strengths and areas where growth is needed. *WHS will continue to build on its strengths in the areas of **Clear and Shared Focus, High Standards and Expectations for All Students, Effective Leadership, Frequent Monitoring of Teaching and Learning, Supportive Learning Environment and High Levels of Family and Community Involvement.** Areas which are emerging as strengths, but where continued work needs to be done are **Curriculum, Assessments, and Instruction Aligned with State Standards and High Levels of Collaboration and Communication.***

### **Professional Development Opportunities**

Our four major Academic Excellence strategies are:

- 1) Provide and encourage professional development opportunities for individual instructors and for department groups to implement standards-based curriculum and assessment. We will continue to support staff participation in the College Prepared Project.
- 2) Use district testing to track student's progress and use the data to drive instruction.
- 3) Continue to offer TDG for all of our Algebra and Geometry teachers.
- 4) Provide additional support for math students not meeting standard through Extended Learning Opportunities and math intervention classes.
- 5) Our administration will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets and Student Engagement.

All waiver days and professional development opportunities will have components of SBI and SBA.

### **Highly Qualified Teachers**

Leave Blank for CAB Title I staff to complete.

### **Recognition of Non-Academic Learning**

At Wilson High School, we believe every student needs to be involved in one or more extra-curricular activity in order to create a focused, structured, caring and dynamic school environment for learning and enjoying the total high school experience. Our school attendance average over the last five years is 96.2%. We believe our non-academic learning opportunities have significantly impacted this positive attendance trend. This belief is exemplified by an extensive offering of Athletic, Club and activity opportunities. We constantly look for chances to recognize and promote excellence outside of the classrooms through staff attendance at school events, daily announcements, website photo's, any and all communication venues throughout the community, pep assemblies etc.

### **Safe and Supportive Learning Environment**

The Wilson High School staff is purposeful and intentional in its work to create a safe and supportive environment. Our staff believes in the direct instruction, modeling, and ongoing practice of expecting specific behaviors and attitudes for learning within our school. Our no-tolerance approach to behaviors that violate safety, acceptance, and respect is combined with a supportive safety net of communication, clear expectations, second chances and grace. Additionally, there is the expectation of change. Students are expected to make a difference, and WHS understands that change does not happen quickly. We use communication and conversation with students, building/district consequences, classroom management expectations, and leadership in the building for discipline as well as a comprehensive counseling program that embraces close work with families and students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

### **Equity Issues**

The District's focus on cultural competency and the Action Plan for closing the achievement gap will drive our school's efforts this year. Our performance data trends on the WASL and now HSPE show that our greatest gap is between our white student population and African American in both math and reading. Our professional development in math (Teachers Development Group) will address culturally competent teaching strategies that can be applied to all subject areas. Intervention activities that include additional

time for struggling students is built into our communication with parents and each other as staff members to find strategies and approaches that work with individual students.

### **Technology**

Wilson High School continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to document cameras, Smart Boards, and Internet access. Our career center and library offer Internet research for project-based learning. We also have three sets of student response systems that offer immediate student input and teacher feedback.

### **Parent, Family and Community Involvement**

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to communicate with parents in proactive ways. We offer the following communication tools throughout the year for our Ram Country community: 24 hour response time by all staff to all parent communication options (e-mail, phone messages, written concerns) , interactive teacher swift pages, school website, weekly phone messages to all families regarding upcoming events and important information, reader board reminders, and more. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as mentors through Communities in Schools, college and career fair participation, career opportunities, military awareness opportunities, and numerous stewardship opportunities through our afterschool club offerings

### **Coordination of Fiscal Services**

Nearly all of what we are able to do to support student learning comes from our basic education resources.