

# **Fife High School School Improvement Plan 2010-15**



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# Fife High School – 2010-15 School Improvement Plan

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## **Fife School District DISTRICT VISION STATEMENT**

Throughout the school district, there is a clear focus on students and on the quality of the work provided to students - work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community.

### **Fife High School WE BELIEVE**

Our core mission is to design engaging work for students and to lead students to succeed in that work.

Every student can learn.

Students are volunteers of their time, effort, and attention.

Students are expected to learn important content and develop critical intellectual skills.

Students and staff are global citizens, respecting and accepting of diversity.

Positive student-staff connections strengthen the level of engagement and learning.

It is the responsibility of the community, parents, administrators, staff and students to support this learning organization.

## CELEBRATION OF SUCCESS FOR 2009-10

**Specific Goal Area #1 – Increase the number of certificated staff members participating in WOW Academies as well as the number of hard to teach and learn concepts during the 2009-10 school year.**

### Specific Action Steps/Results:

- Identification of hard to teach and difficult to learn concepts – **Goal Status – Complete:** Concepts developed at the 2009-10 Staff Retreat.
- Development of WOW Academy Proposals - **Goal Status – Complete:** The following proposals were generated:
  - ✓ Taxable Income
  - ✓ Color Theory
  - ✓ 1970's
  - ✓ Graphing Linear Equations
  - ✓ Preterit vs. Imperfect Spanish
  - ✓ Sentence Fluency
- Implementation of WOW Academy designed lessons in the classroom - **Goal Status – Complete:** Status checked upon completion of WOW Academy.
- Evaluation of WOW Academy lessons taught in the classroom - **Goal Status – In Progress:** Will be addressed in greater detail at the 2010-11 staff retreat on August 30, 2010
- Revisit hard to teach and difficult to learn concepts for 2010-11 - **Goal Status – In Progress:** Will be addressed at 2010-11 staff retreat on August 30, 2010

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**Specific Goal Area #2 – Increase the number of students participating in WOW Academies as well as other days devoted to school improvement.**

### **Specific Action Steps/Results:**

- Review of student voice activities from 2008-09 school year - ***Goal Status – Complete:*** Done at 2009-10 Staff Retreat and SB Early Release Days.
- Refine student focus group procedures with special emphasis on question skills - ***Goal Status – Complete:*** Done at 2009-10 Staff Retreat and SB Early Release Days.
- Conduct student focus groups within WOW Academies - ***Goal Status – Complete:*** Student focus groups created for each WOW Academy

**Specific Goal Area #3 – Students and staff will transition to the 6-period day.**

### **Specific Action Steps/Results:**

- Faculty Preparation and Training - ***Goal Status – Complete:*** Training completed throughout the 2009-10 school year which included the following:
  - ✓ Grading/Homework
  - ✓ Hard to teach/difficult to learn concepts in the 60 minute period
  - ✓ Best practices for the 60 minute period
- Monitor Student Progress - ***Goal Status – Complete:*** Monitoring completed throughout the 2009-10 school year. Student focus groups created at each grade level to discuss classroom and school issues related to the 6 period day. Data was disseminated to the staff at SB Early Release Days.

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- Revision of administrative issues related to the transition – ***Goal Status – Complete:*** These issues included the following:
  - ✓ Development of new course curriculum guide
  - ✓ Development of guidelines for graduation requirements – Classes of 2010-13
  - ✓ Revised student registration process to accommodate new schedule
  - ✓ Revised bell schedules for regular days, assembly days, late arrival days, and early release days
  - ✓ Revised student planner to reflect changes in new schedule
  - ✓ Revised athletic code to reflect WIAA requirements for participation

**Specific Goal Area #4 – Fife High School will explore classroom and school strategies with the intent of increasing student engagement, achievement, and a sense of belonging for diverse learners.**

## **Specific Action Steps/Results:**

- ELL training for staff - ***Goal Status – Complete:*** PSESD workshop including 5 staff members for 3 sessions.
- Puget Sound ESD Diversity Summit for students - ***Goal Status – Incomplete:*** Diversity Summit canceled by PSESD
- Increased access to technology for staff and students - ***Goal Status – Complete:*** Purchased netbooks and interactive whiteboards for classroom use. Also added a computer lab to the 500 building.

**Specific Goal Area #5 – Fife High School will comply with all state/federal standards and programs around student achievement.**

## **Specific Action Steps/Results:**

- High School Proficiency Exam - ***Goal Status – Complete:*** HSPE and DAPE conducted
- Graduation Project - ***Goal Status – Complete:*** 100% student completion

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- Collection of Evidence - **Goal Status – Complete:** Potential students contacted for COE option. Students and advisors selected. Portfolios submitted.
- CBA's/CBPA's - **Goal Status – Complete:** CBA's conducted in Social Studies, Fine Arts, Theatre Arts, Music, and Fitness.
- State Science/Math Grants - **Goal Status – Still In Progress**
- CTE Programs of Study - **Goal Status –In Progress:** *CTE Frameworks are continually revised throughout the course of the school year*
- Tribal Sovereignty Unit - **Goal Status – Complete:** Unit developed and implemented in Civics classes.
- Student Learning Plans - **Goal Status – Complete:** Letters sent in February 2010.
- End of Year Data for State/Federal Programs - **Goal Status – Complete:** *Data submitted in summer of 2010*

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## DATA COLLECTION FOR 2010-15

**A comprehensive needs assessment was conducted by our staff, our Design Team, and our Climate Committee. The following are the components of our comprehensive needs assessment:**

- Washington State Assessment Data for the 2008, 2009, 2010, 2011, and 2012 Cohort Groups
- Fife High School Climate Surveys for 2006-07, 2007-08, 2008-09, 2009-10 School Years
- 2007-08 Fife High School Student and Staff Demographic Information
- 2009-10 Fife High School Discipline and Attendance Data
- 2007-08 Fife School District Demographic Information
- Washington State Board of Education Transcript Study
- FHS Post-Graduate Statistics
- 2009-10 ACT School Profile Report
- 2009-10 SAT School Data
- 2009-10 PSAT School Data
- Student Grades by Department for the 2006-07, 2007-08, 2008-09, and 2009-10 School Years
- 2009-10 Tutoring Logs
- Office of the Superintendent of Public Instruction Assessment System
- Washington Higher Education Coordinating (HEC) Board College Academic Distribution Requirements
- Washington State Board of Education Revised Math Standards
- 2008-10 WOW Academy results

**The following needs have been identified through achievement data, graduation requirements, and federal mandates:**

- Continue to transition students and staff from the Measurement of Student Progress and the Washington State Assessment of Student Learning (WASL) to the High School Proficiency Exam (HSPE)
- Explore the expectations and requirements surrounding the new End of Course Assessments (EOC) for Algebra and Geometry
- Continue to work with all students to raise achievement levels in math, writing, and reading



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- Maintain clear procedures and options for students not meeting state standards
- Develop relevant Student Learning Plans for students unsuccessful on state assessments
- Examine strategies for subgroups not meeting Annual Yearly Progress (AYP)
- Examine classroom strategies for ELL Students
- Explore ramifications surrounding the high school graduation requirements proposed by The State Board of Education

**The following needs have been identified through school and district demographic data, attendance and discipline data, and the FHS Climate Survey:**

- Establish conversation among staff for the purposes of creating a more culturally responsive school atmosphere
- Establish conversation among staff for the purposes of ensuring equity for all students
- Establish conversation among students for the purposes of examining the changing demographics of the school
- Examine classroom strategies for low income students
- Examine strategies to get more students involved in the activities on campus

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## 2010-15 GOALS AND ACTION PLAN

**Specific Goal Area #1 – The staff at Fife High School will develop and implement common concepts and assessments for each course in the curriculum guide with the intent of facilitating collegial conversation around student achievement.**

### Purpose/Rationale

The purpose of this goal is to establish a common set of expectations, a common vocabulary, and a common set of data around each course so that staff members can have collegial conversations on student achievement. Outcomes from recent staff development sessions as well as experiences from WOW Academies would suggest that concept identification is an area of difficulty for many FHS staff members. Therefore, time spent aligning concepts and assessments will provide a better opportunity for more specific in-building data collection. This will enable staff to make faster and more relevant adjustments to the delivery of curriculum instead of relying on vague state assessment statistics to impact student achievement.

### Goal Measurement

This goal will be deemed as a success when the following occurs

- Common concepts and assessments are identified for each course on the timeline provided in this document.
- Throughout each year of the plan, specific concepts are identified that are hard to teach for staff and/or difficult to learn for students. The identification of these concepts are supported by specific data.
- An action plan is created for each hard to teach/difficult to learn concept that identifies how the It will also be deemed successful when staff members are able to conduct conversations around student data leading to specific plans for the improvement of lesson design around hard to teach/difficult to learn concepts.

### Action Plan

Specific Action Step	Responsible	Start/End	Resources	Success Indicators
Develop list of grade level courses and the year in which each course will begin the process				

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<ul style="list-style-type: none"> <li>• 2010-11</li> <li>• 2011-12</li> <li>• 2012-13</li> <li>• 2013-14</li> <li>• 2014-15</li> </ul>	Administration/ Site Council	Summer 2010	FHS Curriculum Guide	List developed  <i>(Refer to Year/ Grade Level Course Emphasis chart on page 12 of this document)</i>
<b>Common Course Concepts</b>				
<ul style="list-style-type: none"> <li>• Identification of units of study w/overarching themes</li> <li>• Identification of concepts for each unit</li> </ul>	Departments	Summer 2010 to Spring 2015	<ul style="list-style-type: none"> <li>• OSPI Core Standards</li> <li>• OSPI Grade Level Expectations</li> <li>• Current FHS Textbooks</li> <li>• Gradebook Data</li> </ul>	Units and concepts identified per timeline  <i>(Refer to Grade Level Concept Timeline chart on page 13 of this document)</i>
<b>Common Course Assessments</b>				
<ul style="list-style-type: none"> <li>• Development of common assessment for chosen unit of study</li> <li>• Delivery of assessment to students</li> <li>• Collection of data related to assessments</li> </ul>	Departments	Summer 2010 to Spring 2015	<ul style="list-style-type: none"> <li>• Course concepts</li> <li>• OSPI Classroom Based Assessments</li> <li>• Previous course assessments</li> </ul>	Assessments created and implemented per timeline  <i>(Refer to Grade Level Concept Timeline chart on page 13 of this document)</i>
<b>Student Achievement Discussions</b>				
<ul style="list-style-type: none"> <li>• Development of a protocol for grade level department conversations around student achievement</li> <li>• Identification of hard to teach/difficult to learn concepts through assessments</li> <li>• Identification of methods to improve the delivery of hard to teach/difficult to learn concepts</li> </ul>	Administration/ Site Council/ Departments	Fall/Winter 2010	<ul style="list-style-type: none"> <li>• Schlechty Center Resources</li> <li>• Assessment Data</li> <li>• Professional Development Budget</li> <li>• WOW Academies</li> </ul>	<ul style="list-style-type: none"> <li>• Protocol developed and implemented for grade level student achievement discussions</li> <li>• Concepts identified with plans for improvement</li> </ul> <i>(Refer to Grade Level Concept Timeline chart on page 13 of this document)</i>

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## Year/Grade Level Course Emphasis Chart

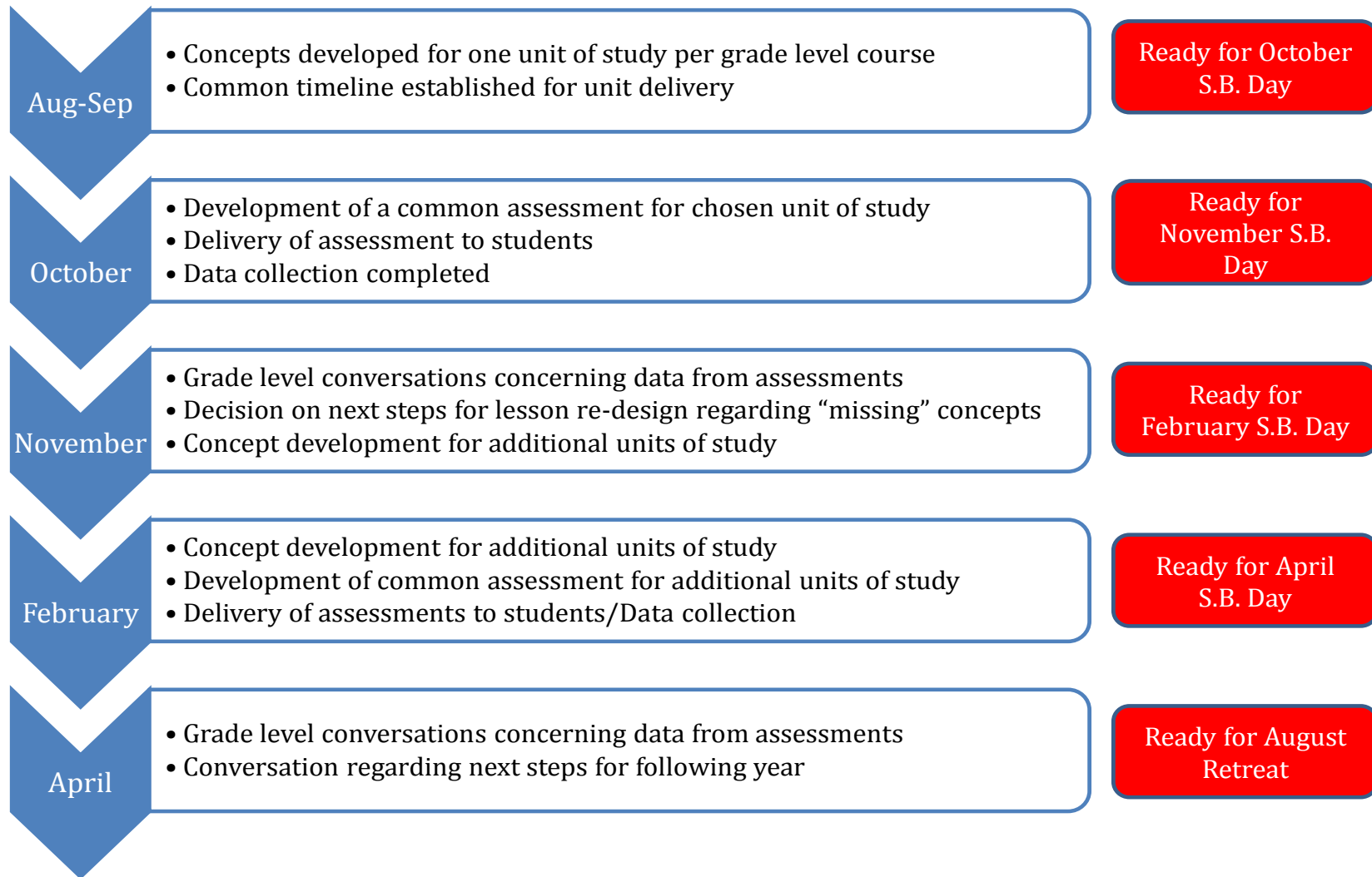
2010-11 10 <sup>th</sup> Grade *	2011-12 11 <sup>th</sup> Grade *	2012-13 12 <sup>th</sup> Grade *	2013-14 Additional Electives *	2014-15
<ul style="list-style-type: none"> <li>• 10<sup>th</sup> Grade English</li> <li>• 10<sup>th</sup> Pre AP English</li> <li>• Regional Studies</li> <li>• Biology</li> <li>• Honors Biology</li> <li>• Algebra</li> <li>• Team Sports</li> <li>• LI Fitness</li> <li>• Spanish I</li> <li>• ASL I</li> <li>• Accounting I</li> <li>• Basic Design</li> <li>• Graphic Arts I</li> <li>• Microsoft Apps I</li> <li>• Video Productions I</li> <li>• Acting I</li> <li>• Concert Choir</li> <li>• Concert Band</li> <li>• Pre-Engineering (in prep for 2011-12 school year)</li> </ul>	<ul style="list-style-type: none"> <li>• 11<sup>th</sup> Grade English</li> <li>• 11<sup>th</sup> AP Lang/Comp</li> <li>• U.S. History</li> <li>• AP U.S. History</li> <li>• Geometry</li> <li>• Chemistry</li> <li>• Strength and Conditioning</li> <li>• Aerobics</li> <li>• Spanish II</li> <li>• ASL II</li> <li>• Accounting II</li> <li>• Drawing and Painting</li> <li>• Graphic Arts II</li> <li>• Microsoft Apps II</li> <li>• Chamber Choir</li> <li>• Business Math/Personal Finance</li> <li>• Child Development/Parenting</li> <li>• Communications</li> <li>• Video Productions II</li> </ul>	<ul style="list-style-type: none"> <li>• 12<sup>th</sup> Grade English</li> <li>• 12<sup>th</sup> AP Literature</li> <li>• Civics</li> <li>• AP US Government</li> <li>• Psychology</li> <li>• Advanced Algebra</li> <li>• Anatomy/Physiology</li> <li>• Spanish III</li> <li>• ASL III</li> <li>• Swimming</li> <li>• 3D Design</li> <li>• Advanced Drama</li> <li>• Business Communications/Presentations</li> <li>• Business Law</li> <li>• Economics</li> <li>• Criminal Law</li> <li>• Culinary</li> <li>• Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Calculus</li> <li>• Physics</li> <li>• Spanish IV-V</li> <li>• Jazz Choir/Band</li> <li>• Independent Living</li> <li>• Broadcasting/Video III-IV</li> <li>• Web Design</li> <li>• Commercial Photography</li> <li>• Film as Literature</li> <li>• 20<sup>th</sup> Century Film</li> <li>• Marketing (Sports/Fashion)</li> <li>• Entrepreneurship</li> <li>• Publications</li> <li>• Commercial Photography</li> <li>• Leadership</li> <li>• Literary Appreciation</li> <li>• Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of courses delayed or missed from previous years</li> <li>• Continuation of assessment work in completed courses</li> </ul>

\* Course titles may change or be eliminated during the span of time indicated on this plan. Additional courses will be added as necessary.

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## Grade Level Concepts Timeline Template 2010-15



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**Specific Goal Area #2 – The staff at Fife High School will explore and implement classroom strategies with the intent of increasing student engagement, achievement, and a sense of belonging for diverse learners.**

## Purpose/Rationale

The purpose of this goal is to explore strategies that will help teachers with engagement and achievement in the classroom especially related to diverse learners and those identified as low achievers through Annual Yearly Progress (AYP) data. Specific emphasis will be placed on the following:

- Developing knowledge of linguistic and cultural issues in the high school setting
- Building equity in the school
- The use of vocabulary, reading, and writing tools to increase academic language and literacy skills
- The use of technology to enhance lesson design for the visual learner
- The implementation of design qualities and related classroom strategies in the lesson design process

## Goal Measurement

This goal will be deemed successful when the strategies listed above have been presented and evaluated for use at the school. We will also see improvement on student progress toward meeting state graduation requirements. The goal is to make sure that those students who are not at a proficient level on the state assessment (levels 1 and 2), make gains in this area either on the test or by other alternative methods. Specifically in regards to the 2010 HSPE:

Class	Subject	Level	Students	Goal for 2010-11
2012	Reading	2	36	Meet proficient level on HSPE (level 3) and/or other state approved alternative assessment option
2012	Writing	2	14	Meet proficient level on HSPE (level 3) and/or other state approved alternative assessment option
2012	Math	2	52	Meet proficient level on EOC and/or earn an additional math credit for 2010-11
2012	Reading	1	19	Raise to level 2 on the HSPE and/or pass a state approved alternative assessment option
2012	Writing	1	9	Raise to level 2 on the HSPE and/or pass a state approved alternative assessment option
2012	Math	1	91	Raise to level 2 on EOC and/or earn an additional math credit for 2010-11
2011	Reading	2	14	Meet proficient level on HSPE (level 3) and/or other state approved alternative assessment option
2011	Writing	2	5	Meet proficient level on HSPE (level 3) and/or other state approved alternative assessment option
2011	Math	2	33	Meet proficient level on EOC and/or earn an additional math credit for 2010-11

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2011	Reading	1	10	Meet proficient level on HSPE (level 3) and/or other state approved alternative assessment option
2011	Writing	1	3	Meet proficient level on HSPE (level 3) and/or other state approved alternative assessment option
2011	Math	1	26	Meet proficient level on EOC and/or earn an additional math credit for 2010-11

### Action Plan

Specific Action Step	Responsible	Start/End	Resources	Success Indicators
<b>Classroom Strategies</b>				
<ul style="list-style-type: none"> <li>• Identification of proven classroom strategies that will impact diverse learners</li> <li>• Presentation of classroom strategies to faculty</li> <li>• Review of success and failures related to strategies</li> </ul>	Administration/ Site Council	Ongoing	<ul style="list-style-type: none"> <li>• ELL Resources</li> <li>• Cultural Competency Resources</li> <li>• Schlechty Center Resources</li> </ul>	Strategies reviewed in faculty meetings throughout year
<b>Technology</b>				
<ul style="list-style-type: none"> <li>• Purchase and installation of interactive technology for music room and library</li> <li>• Increase access to reference computers in library</li> <li>• Selection of rooms appropriate for interactive whiteboard technology</li> <li>• Purchase and installation of interactive whiteboard technology for selected rooms</li> </ul>	Administration/ Site Council/ District Technology Staff	Ongoing	<ul style="list-style-type: none"> <li>• District Technology Staff</li> <li>• Medicaid Match Budget</li> </ul>	Work is complete
<b>English Language Learners</b>				
<ul style="list-style-type: none"> <li>• Identification of ELL students and their levels of language proficiency</li> <li>• Identification of proven strategies specific for ELL</li> </ul>	Administration/ Building ELL staff/Site Council	Ongoing	<ul style="list-style-type: none"> <li>• ELL Resources (ASCD materials, GLAD, SIOP)</li> <li>• Netbooks for CONEVyT</li> </ul>	Strategies are discussed in faculty meetings with emphasis on classroom use

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<p>students for dissemination with staff</p> <ul style="list-style-type: none"> <li>• Implementation of classroom strategies by teaching staff</li> <li>• Increase capacity for CONEVyT participation</li> </ul>				
<b>Math</b>				
<ul style="list-style-type: none"> <li>• Participation in the Getting It grant with the emphasis on acquiring strategies for implementation in the classroom</li> <li>• Exploration of CTE approved course for Algebra, Geometry, and Advanced Algebra options</li> </ul>	Administration/ Math Department/ CTE	Ongoing	<ul style="list-style-type: none"> <li>• Getting It Grant</li> <li>• State Math Grant Budget</li> <li>• CTE Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Math department members become active participants and are able to bring back effective strategies for the classroom</li> <li>• Development of CTE options for math</li> </ul>



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## **Specific Goal Area #3 – The staff at Fife High School will comply with all state/federal standards and programs around student achievement**

### **Purpose/Rationale**

The purpose of this goal is for Fife High to comply with and manage the many mandates that come from the state and federal mandates around student achievement. This would include the following:

- State assessments including HSPE, DAPE, and End of Course Assessments (EOC's) for math
- Collection of Evidence (COE) and other forms of Alternative Assessments for students that did not pass the 10<sup>th</sup> grade WASL/HSPE
- Implementation of the FHS Graduation Project to meet the 13<sup>th</sup> Year Plan and Culminating Project requirement
- Implementation of Classroom Based Assessments (CBA's) or Classroom Based Performance Assessments (CBPA's) in Arts, Health and Fitness, and Social Studies
- Develop plan for Science/Math state grants
- Develop Programs of Study for Career and Technical Education Pathways
- Continue to meet the requirements of the Tribal Sovereignty Unit
- Creation of Student Learning Plans for students that have not passed state assessments

### **Goal Measurement**

This goal will be deemed a success when 100% of the credit eligible members of the Class of 2011 have met the state graduation requirements for assessment, the 13<sup>th</sup> year plan, and the culminating project. Additionally, there will be action in the following areas:

- Science and math plan for grant spending
- Career and Technical Education Programs of Study developed
- Tribal Sovereignty Unit created and implemented
- Student Learning Plans developed and mailed to parents

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<b>Action Plan</b>				
<b>Specific Action Step</b>	<b>Responsible</b>	<b>Start/End</b>	<b>Resources</b>	<b>Success Indicators</b>
<b>High School Proficiency Exam/DAPE</b>				
Implementation of High School Proficiency Exam and DAPE	FHS Testing Coordinator/ Administration/ Special Education Department	March - April	OSPI Resources	100% of the credit eligible members of the Class of 2011 have met the state graduation requirements for assessment
<b>End of Course Assessments for Math</b>				
Implementation of End of Course Assessments for Algebra and Geometry	Administration/ Math Department/ FHS Testing Coordinator	Spring 2011	OSPI Resources	100% of the credit eligible members of the Class of 2011 have met the state graduation requirements for assessment
<b>Federal Assessments</b>				
Implementation of National Assessment of Educational Progress (NAEP)	Administration/ FHS Testing Coordinator	Winter and Spring 2010-11	Assessment Resources	Completion of exams
<b>Graduation Project</b>				
Implementation of the FHS Graduation Project	Administration/ English and Social Studies Teachers	Ongoing	Career Cruising	100% of the credit eligible members of the Class of 2011 have met the state graduation requirements the 13 <sup>th</sup> year plan and culminating project
<b>Collection of Evidence</b>				
<ul style="list-style-type: none"> <li>• Identification 2011 cohort members at level 1 or 2 in either the writing or</li> </ul>	Administration/ Counselors	October - February	<ul style="list-style-type: none"> <li>• EDS CAA/CIA List</li> <li>• SchoolMaster</li> </ul>	<ul style="list-style-type: none"> <li>• List created</li> <li>• Advisors identified and training completed</li> </ul>

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<ul style="list-style-type: none"> <li>reading WASL/HSPE</li> <li>• Identification and training of COE advisors</li> <li>• Link level 1 and 2 cohort groups with COE advisors</li> <li>• Provide COE prompts for students – pullout activities</li> <li>• Successful COE submission for each level 1 and 2 2010 cohort member in reading and writing</li> </ul>			<ul style="list-style-type: none"> <li>• OSPI Website</li> <li>• COE Submission</li> <li>• Reimbursement</li> <li>• COE guides for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• COE submitted for each student</li> </ul>
<b>Implementation of CBA's/ CBPA's</b>				
<ul style="list-style-type: none"> <li>• Conduct meetings with Social Studies, Art, Drama, Physical Education staff members</li> <li>• Implement CBA's/CBPA's</li> <li>• Complete CBA/CBPA reporting forms</li> </ul>	Administration/ Departments	Ongoing	<ul style="list-style-type: none"> <li>• OSPI website (CBA/CPBA)</li> <li>• Building Budget</li> <li>• District curriculum and assessment staff</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings completed with a plan implemented for each subject area</li> <li>• CBA's/CBPA's implemented</li> <li>• Reporting forms are provided to district office</li> </ul>
<b>Science/Math State Grants</b>				
Create plan of action for Math/Science grant money	Administration/ Math and Science Department	October	Grant money	Meetings completed with a plan for implementation of grant
<b>CTE Programs of Study</b>				
Creation of one program of study per based on pathways from the 16 career clusters	CTE Director/ CTE Staff	September - June	CTE Budget	Programs of study completed
<b>Student Learning Plans</b>				

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<ul style="list-style-type: none"> <li>• Identification of students that need learning plans</li> <li>• Creation of interventions for students to be reported on learning plans</li> <li>• Creation of learning plans</li> </ul>	Administration/ Department Heads	October/March	<ul style="list-style-type: none"> <li>• OSPI Student Learning Plan website tool</li> <li>• State assessment results</li> </ul>	Students identified Interventions identified Learning plans created and sent to homes
<b>Submit End of the Year Data Related to State/Federal Funding</b>				
Staff Development Funds	Administration	June	District curriculum and assessment staff	Reports Submitted

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## 2010-11 Standard Bearer Early Release Days

October 2010	November 2010	February 2011	April 2011	May 2011
<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>
<u><b>10<sup>th</sup> Grade</b></u> Assessment development	<u><b>10<sup>th</sup> Grade</b></u> Assessment results and next steps with hard to teach and learn concepts	<u><b>10<sup>th</sup> Grade</b></u> Development of remaining concepts and assessments	<u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• Assessment results and next steps with hard to teach/learn concepts</li> <li>• Adjustments to common concepts for 2011-12</li> </ul>	<i>To celebrate our collective work/results of the 2010-11 school year.</i>
<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>
<u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• Refine concepts for one unit of study</li> <li>• Build assessment for one unit of study</li> </ul>	<u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> </ul>	<u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• Continuation of concepts for additional units of study</li> <li>• Development of assessments for additional units of study</li> </ul>	<u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> <li>• Additional plans or steps for 2011-12 school year</li> </ul>	<i>District Celebration</i>
<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>
Course concepts	Assessment results	<ul style="list-style-type: none"> <li>• Previously developed course concepts</li> <li>• Previously developed course assessments</li> <li>• State/National standards</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Course Concepts</li> </ul>	<i>TBD</i>

# Fife High School – 2010-15 School Improvement Plan

## 2011-12 Standard Bearer Early Release Days

October 2011	November 2011	February 2012	April 2012	May 2012
<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>
<p><b><u>10<sup>th</sup> Grade</u></b> Revisions and/or additions to course concepts and assessments</p> <p><b><u>11<sup>th</sup> Grade</u></b> Assessment development</p>	<p><b><u>10<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>11<sup>th</sup> Grade</u></b> Assessment results and next steps with hard to teach and learn concepts</p>	<p><b><u>10<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>11<sup>th</sup> Grade</u></b> Development of remaining concepts and assessments</p>	<p><b><u>10<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Assessment results and next steps with hard to teach/learn concepts</li> <li>• Adjustments to common concepts for 2012-13</li> </ul>	<p><i>To celebrate our collective work/results of the 2011-12 school year.</i></p>
<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>
<p><b><u>10<sup>th</sup> Grade</u></b> Grade level meeting to discuss concepts and assessments</p> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Refine concepts for one unit of study</li> <li>• Build assessment for one unit of study</li> </ul>	<p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings to discuss assessment data</li> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that</li> </ul>	<p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings to discuss assessment data</li> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Continuation of concepts for additional units of study</li> <li>• Development of assessments for</li> </ul>	<p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings to discuss assessment data</li> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that</li> </ul>	<p><i>District Celebration</i></p>

## Fife High School – 2010-15 School Improvement Plan

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	emerge from the data	additional units of study	emerge from the data <ul style="list-style-type: none"> <li>• Additional plans or steps for 2012-13 school year</li> </ul>	
<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>
Course concepts	Assessment results	<ul style="list-style-type: none"> <li>• Previously developed course concepts</li> <li>• Previously developed course assessments</li> <li>• State/National standards</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Course Concepts</li> </ul>	<i>TBD</i>

# Fife High School – 2010-15 School Improvement Plan

## 2012-13 Standard Bearer Early Release Days

October 2012	November 2012	February 2013	April 2013	May 2013
<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>
<p><b><u>10<sup>th</sup> Grade</u></b> Revisions and/or additions to course concepts and assessments</p> <p><b><u>11<sup>th</sup> Grade</u></b> Revisions and/or additions to course concepts and assessments</p> <p><b><u>12<sup>th</sup> Grade</u></b> Assessment development</p>	<p><b><u>10<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>11<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>12<sup>th</sup> Grade</u></b> Assessment results and next steps with hard to teach and learn concepts</p>	<p><b><u>10<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>11<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>12<sup>th</sup> Grade</u></b> Development of remaining concepts and assessments</p>	<p><b><u>10<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>11<sup>th</sup> Grade</u></b> Analysis of assessment data</p> <p><b><u>12<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Assessment results and next steps with hard to teach/learn concepts</li> <li>• Adjustments to common concepts for 2013-14</li> </ul>	<p><i>To celebrate our collective work/results of the 2012-13 school year.</i></p>
<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>
<p><b><u>10<sup>th</sup> Grade</u></b> Grade level meeting to discuss concepts and assessments</p> <p><b><u>11<sup>th</sup> Grade</u></b> Grade level meeting to discuss concepts and assessments</p>	<p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings to discuss assessment data</li> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings</li> </ul>	<p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings to discuss assessment data</li> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings</li> </ul>	<p><b><u>10<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings to discuss assessment data</li> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>11<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level meetings</li> </ul>	<p><i>District Celebration</i></p>



## Fife High School – 2010-15 School Improvement Plan

<p><b><u>12<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Refine concepts for one unit of study</li> <li>• Build assessment for one unit of study</li> </ul>	<p>to discuss assessment data</p> <ul style="list-style-type: none"> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>12<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> </ul>	<p>to discuss assessment data</p> <ul style="list-style-type: none"> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>12<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Continuation of concepts for additional units of study</li> <li>• Development of assessments for additional units of study</li> </ul>	<p>to discuss assessment data</p> <ul style="list-style-type: none"> <li>• Next steps regarding hard to teach/learn concepts</li> </ul> <p><b><u>12<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> <li>• Additional plans or steps for 2013-14 school year</li> </ul>	
<p><b>Resources Needed:</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Resources Needed:</b></p>
<p>Course concepts</p>	<p>Assessment results</p>	<ul style="list-style-type: none"> <li>• Previously developed course concepts</li> <li>• Previously developed course assessments</li> <li>• State/National standards</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Course Concepts</li> </ul>	<p><i>TBD</i></p>

# Fife High School – 2010-15 School Improvement Plan

## 2013-14 Standard Bearer Early Release Days

October 2013	November 2013	February 2014	April 2014	May 2014
<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>
<b>All Grades</b> <ul style="list-style-type: none"> <li>• Revisions and/or additions to course concepts and assessments</li> <li>• Assessment development for elective courses</li> </ul>	<b>All Grades</b> Analysis of assessment data	<b>All Grades</b> Analysis of assessment data	<b>All Grades</b> Analysis of assessment data	<i>To celebrate our collective work/results of the 2013-14 school year.</i>
<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>
<b>All Grades</b> Grade level meeting to discuss concepts and assessments	<b>All Grades</b> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> </ul>	<b>All Grades</b> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> </ul>	<b>All Grades</b> <ul style="list-style-type: none"> <li>• Grade level conversations around assessment data</li> <li>• Next steps regarding hard to teach and learn concepts that emerge from the data</li> </ul>	<i>District Celebration</i>
<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>
Course concepts	Assessment results	<ul style="list-style-type: none"> <li>• Previously developed course concepts</li> <li>• Previously developed course assessments</li> <li>• State/National standards</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Course Concepts</li> </ul>	<i>TBD</i>

## Fife High School – 2010-15 School Improvement Plan

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### 2014-15 Standard Bearer Early Release Days

October 2014	November 2014	February 2015	April 2015	May 2015
<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>	<b>Objective(s):</b>
<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>To celebrate our collective work/results of the 2014-15 school year.</i>
<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>	<b>Activities:</b>
<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>District Celebration</i>
<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>	<b>Resources Needed:</b>
<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>