

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.

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CELEBRATION OF SUCCESS FOR 2010-11

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.

- Identification of grade level courses and the year in which each course will begin the process
- Identification of common course concepts
- Development of common course assessments
- Student achievement discussions based upon assessment results
- Next steps regarding hard to teach/difficult to learn concepts

Results:

- ✓ *September* - Grade level courses targeted for this work have been identified (see attached Year/Grade Level Course Emphasis Chart)
- ✓ *October* - Common course concepts for the identified grade level courses have been developed in the following discipline areas Math, CTE, Science, Social Studies. Specifically, the concepts have focused on one unit of study (see attached Grade Level Concepts Timeline Template).
- ✓ *October* - Math department meeting to discuss new state standards, concepts, and assessments.
- ✓ *November* - In the discipline areas mentioned above, common assessments have been developed for the units of study. There have been initial conversations into the assessment data. Prompts to assist staff with the assessment conversations were also developed.
- ✓ *January* - An English department alignment team met with an outside facilitator to discuss the narrowing of concepts at the 10th grade level.
- ✓ *February* - An outside facilitator has been secured to continue working with the entire staff on concept development.
- ✓ *February – June* - Department work on 10th grade level including power standards, common assessments and common pacing. Specifically:
 - English – Power standards identified and some common assessments agreed upon for 10th Grade English. Work still to be done on course pacing and resources.
 - Social Studies – Power standards identified, common assessments agreed upon, and common pacing established for World Cultures.
 - Science – CTE frameworks established for Biology. Work still to be done with assessments and pacing.

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- Math – Alignment of state expectations in Algebra and Geometry with current FHS curriculum for the purposes of EOC's. Common pacing and assessments in place. Work still to be done regarding the familiarity of new math materials.
- Other Department Areas – While most of the emphasis has been on the core subject areas, the other department areas in the building are establishing power standards at the 10th grade level.

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.

- 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

Results:

- ✓ *September* – Addition of the building ELL coordinator to the FHS Site Council.
- ✓ *October/November* – Focus on Multiple Intelligences in staff newsletter and faculty meetings.
- ✓ *November/December* – Focus on Differentiated Instruction in staff newsletter and faculty meetings.
- ✓ *February* – Building team identified for WSASCD workshop on Differentiated Instruction.

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

- State assessments including HSPE, DAPE, and End of Course Assessments (EOC's) for math
- Implementation of NAEP at the 12th grade level
- Collection of Evidence (COE) and other forms of Alternative Assessments for students that did not pass the 10th grade WASL/HSPE
- Implementation of the FHS Graduation Project to meet the 13th 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

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- 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 (no longer a requirement at the high school level)~~

Results:

- ✓ *October* – Math department meeting to discuss EOC preparation and logistics. CJHS administration and math personnel involved in the conversation.
- ✓ *November* – Collection of Evidence students determined.
- ✓ *December-January* – Collection of Evidence process completed. All binders compiled and sent to the state for review.
- ✓ *January* – Meetings conducted with NAEP staff in preparation for upcoming 12th grade writing test. All paperwork and student preparation completed.
- ✓ *January* – Graduation Project presentation schedule completed.
- ✓ *January* – Tribal Sovereignty Unit taught in Civics classes
- ✓ *February* – NAEP testing completed
- ✓ *February* – Ed Performance testing for math completed
- ✓ *March/April* – HSPE Writing and Reading completed
- ✓ *March/April* – Graduation project presentations completed
- ✓ *June* – CBP/CPBA data collected
- ✓ *June* – EOC's for math completed

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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 – 2013 Cohort Groups
- Fife High School Climate Surveys for 2006-07 through 2010-11 School Years
- 2009 – 2011 Fife High School Student and Staff Demographic Information
- 2000 – 2011 Fife High School Discipline and Attendance Data
- Washington State Board of Education Transcript Study
- FHS Post-Graduate Statistics
- 2009 – 2011 ACT School Profile Report
- 2009 – 2011 SAT School Data
- 2009 – 2011 PSAT School Data
- Student Grades by Department for the 2010-11 School Years
- 2009 – 2011 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
- 2008-11WOW 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
- Maintain clear procedures and options for students not meeting state standards

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- 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

2011-15 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.

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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				
<ul style="list-style-type: none"> • 2010-11 • 2011-12 • 2012-13 • 2013-14 • 2014-15 	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>
Common Course Concepts				
<ul style="list-style-type: none"> • Identification of units of study w/overarching themes • Identification of concepts for each unit 	Departments	Summer 2010 to Spring 2015	<ul style="list-style-type: none"> • OSPI Core Standards • OSPI Grade Level Expectations • Current FHS Textbooks • Gradebook Data 	Units and concepts identified per Standard Bearer Early Release timeline (pages 20-26)
Common Course Assessments				
<ul style="list-style-type: none"> • Development of common assessment for chosen unit of study • Delivery of assessment to students • Collection of data related to assessments 	Departments	Summer 2010 to Spring 2015	<ul style="list-style-type: none"> • Course concepts • OSPI Classroom Based Assessments • Previous course assessments 	Assessments created and implemented per Standard Bearer Early Release timeline (pages 20-26)
Student Achievement Discussions				
<ul style="list-style-type: none"> • Development of a protocol for grade level department conversations around student achievement 	Administration/ Site Council/ Departments	Fall/Winter 2010	<ul style="list-style-type: none"> • Schlechty Center Resources • Assessment Data • Professional 	<ul style="list-style-type: none"> • Protocol developed and implemented for grade level student achievement discussions

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<ul style="list-style-type: none"> • Identification of hard to teach/difficult to learn concepts through assessments • Identification of methods to improve the delivery of hard to teach/difficult to learn concepts 			Development Budget <ul style="list-style-type: none"> • WOW Academies 	<ul style="list-style-type: none"> • Concepts identified with plans for improvement
Transparency				
<ul style="list-style-type: none"> • Development of department websites as a means of disseminating information on current courses • Organization of websites to include standards for each course 	Departments	Ongoing	<ul style="list-style-type: none"> • Fife School District Tech Department • Google Apps 	<ul style="list-style-type: none"> • Each department will have a resources page devoted to standards, pacing, and links for each course

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Year/Grade Level Course Emphasis Chart

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

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Specific Goal Area #2 – The staff at Fife High School will utilize the WOW Academy process to concentrate on difficult to teach/hard to learn concepts in courses where common concepts or standards have been identified.

Purpose/Rationale

The purpose of this goal is to increase student achievement in areas that are difficult to teach or hard to learn. It is also to engage staff members the collaborative process in their approach to these concepts. Emphasizing courses with pre-determined concepts or standards will allow for teachers to start with a common vocabulary. The end result will be more time devoted to student voice, lesson design, and lesson assessment in the Coaching for Design protocol.

Goal Measurement

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

- Proposals are submitted each year per the schedule below.
- Lessons/Units of study are designed utilizing the Coaching for Design protocol
- Lessons/Units of study are delivered to students in the classroom
- Lessons/Units of study are evaluated by

Action Plan

Specific Action Step	Responsible	Start/End	Resources	Success Indicators
2011-12 Expected Proposals				
<ul style="list-style-type: none"> • 10th Grade English • Biology • Regional Studies • CTE • Other electives 	All Departments	Fall	<ul style="list-style-type: none"> • Department standards • CTE frameworks • State assessment results 	<ul style="list-style-type: none"> • Proposals submitted • Units of study designed • Units delivered to students in the classroom
2012-13 Expected Proposals				
<ul style="list-style-type: none"> • 10th Grade English • 11th Grade English • Algebra • Biology 	All Departments	Fall	<ul style="list-style-type: none"> • Department standards • CTE frameworks • State assessment 	<ul style="list-style-type: none"> • Proposals submitted • Units of study designed • Units delivered to students in the classroom

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<ul style="list-style-type: none"> • Regional Studies • U.S. History • Other electives 			results	
2013-14 Expected Proposals				
<ul style="list-style-type: none"> • 10th Grade English • 11th Grade English • Algebra • Biology • Geometry • Regional Studies • U.S. History • CTE • Other electives 	All Departments	Fall	<ul style="list-style-type: none"> • Department standards • CTE frameworks • State assessment results 	<ul style="list-style-type: none"> • Proposals submitted • Units of study designed • Units delivered to students in the classroom
2014-15 Expected Proposals				
<ul style="list-style-type: none"> • 10th Grade English • 11th Grade English • 12th Grade English • Algebra • Biology • Civics • Geometry • Regional Studies • U.S. History • CTE • Other electives 	All Departments	Fall	<ul style="list-style-type: none"> • Department standards • CTE frameworks • State assessment results 	<ul style="list-style-type: none"> • Proposals submitted • Units of study designed • Units delivered to students in the classroom

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Specific Goal Area #3 – 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 place 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.

Action Plan

Specific Action Step	Responsible	Start/End	Resources	Success Indicators
Classroom Strategies				
<ul style="list-style-type: none"> • Identification of proven classroom strategies that will impact diverse learners • Presentation of classroom strategies to faculty • Review of success and failures related to strategies 	Administration/ Site Council	Ongoing	<ul style="list-style-type: none"> • ELL Resources • Cultural Competency Resources • Schlechty Center Resources 	Strategies reviewed in faculty meetings throughout year

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Technology				
<ul style="list-style-type: none"> • Purchase and installation of interactive technology for classroom use • Increase access to reference computers in library 	Administration/ Site Council/ District Technology Staff	Ongoing	<ul style="list-style-type: none"> • District Technology Staff • Medicaid Match Budget 	Work is complete
English Language Learners				
<ul style="list-style-type: none"> • Identification of ELL students and their levels of language proficiency • Identification of proven strategies specific for ELL students for dissemination with staff • Implementation of classroom strategies by teaching staff • Increase capacity for CONEVyT participation 	Administration/ Building ELL staff/Site Council	Ongoing	<ul style="list-style-type: none"> • ELL Resources (ASCD materials, GLAD, SIOP) • Netbooks for CONEVyT 	Strategies are discussed in faculty meetings with emphasis on classroom use
Math				
<ul style="list-style-type: none"> • Participation in the Getting It grant with the emphasis on acquiring strategies for implementation in the classroom • Exploration and development of CTE approved course for Algebra, Geometry, and Advanced Algebra options • Algebra blocking/teaming – grouping all algebra students into morning blocks • Text adoption 	Administration/ Math Department/ CTE	Ongoing	<ul style="list-style-type: none"> • Getting It Grant • State Math Grant Budget • CTE Budget • Medicaid Match Grants • Holt Mathematics 	<ul style="list-style-type: none"> • Math department members become active participants and are able to bring back effective strategies for the classroom • Development of CTE options for math

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Specific Goal Area #4 – The staff at Fife High School will comply with all state/federal standards and programs around student behavior and 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 10th grade WASL/HSPE
- Implementation of the FHS Graduation Project to meet the 13th 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 current graduating class have met the state graduation requirements for assessment, the 13th year plan, and the culminating project. Additionally, there will be action in the following areas:

- Career and Technical Education Programs of Study developed
- Tribal Sovereignty Unit created and implemented
- Bullying/Harassment/Intimidation program has been identified and implemented

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Action Plan				
Specific Action Step	Responsible	Start/End	Resources	Success Indicators
High School Proficiency Exam/DAPE				
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 current graduating class have met the state graduation requirements for assessment
End of Course Assessments for Math				
Implementation of End of Course Assessments for Algebra and Geometry	Administration/ Math Department/ FHS Testing Coordinator	January/June	OSPI Resources	100% of the credit eligible members of the current graduating class have met the state graduation requirements for assessment
Graduation Project				
Implementation of the FHS Graduation Project	Administration/ English and Social Studies Teachers	Ongoing	Career Cruising	100% of the credit eligible members of the current graduating class have met the state graduation requirements the 13 th year plan and culminating project
Collection of Evidence				
<ul style="list-style-type: none"> • Identification of cohort members at level 1 or 2 in either the writing or reading HSPE and Math EOC's • Identification and training of COE advisors • Link level 1 and 2 cohort groups with COE advisors • Provide COE prompts for students – pullout activities • Successful COE submission for each level 1 and 2 cohort 	Administration/ Counselors	October - February	<ul style="list-style-type: none"> • EDS CAA/CIA List • Schoolmaster • OSPI Website • COE Submission • State Reimbursement • COE guides for reading and writing 	<ul style="list-style-type: none"> • List created • Advisors identified and training completed • COE submitted for each student

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member in reading and writing				
Implementation of CBA's/ CBPA's				
<ul style="list-style-type: none"> Conduct meetings with Social Studies, Art, Drama, Physical Education staff members Implement CBA's/CBPA's Complete CBA/CBPA reporting forms 	Administration/ Departments	Ongoing	<ul style="list-style-type: none"> OSPI website (CBA/CPBA) Building Budget District curriculum and assessment staff 	<ul style="list-style-type: none"> Meetings completed with a plan implemented for each subject area CBA's/CBPA's implemented Reporting forms are provided to district office
CTE Programs of Study				
Development of program of studies based on pathways from the 16 career clusters	CTE Director/ CTE Staff	September - June	CTE Budget	Programs of study completed
Submit End of the Year Data Related to State/Federal Funding				
Staff Development Funds	Administration	June	District curriculum and assessment staff	Reports Submitted
Research and Implement a Bullying/Harassment/ Intimidation Educational Program				
<ul style="list-style-type: none"> Research effective bullying/ Harassment/intimidation programs at the high school level Select an appropriate program for Fife High Implement program 	Administration	Ongoing	<ul style="list-style-type: none"> District funds Building funds ASB funds FHS Booster Club funds 	Program selected and implemented
Implement STI Grant				
<ul style="list-style-type: none"> Gather information from 	<ul style="list-style-type: none"> Administration 	Ongoing	<ul style="list-style-type: none"> STI Grant 	Lessons/Units of study developed for

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tribal resources • Creation of lessons/units of study in Social Studies, English, and Arts Departments	• Social Studies Department		Funding • Puyallup Tribe • Phyllis Covington • Suzanne Shade	US History and Civics courses
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2010-11 Standard Bearer Early Release Days

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

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2011-12 Standard Bearer Early Release Days

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

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

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2012-13 Standard Bearer Early Release Days

#1 2012	#2 2012	#3 2013	#4 2013	#5 2013
Objective(s):	Objective(s):	Objective(s):	Objective(s):	Objective(s):
<p>10th Grade</p> <ul style="list-style-type: none"> Revisions and/or additions to course concepts and assessments WOW Academy Proposals <p>11th Grade</p> <ul style="list-style-type: none"> Revisions and/or additions to course concepts and assessments WOW Academy Proposals <p>12th Grade Standard development</p>	<p>10th Grade Analysis of assessment data</p> <p>11th Grade Analysis of assessment data</p> <p>12th Grade Assessment results and next steps with hard to teach and learn concepts</p>	<p>10th Grade Analysis of assessment data</p> <p>11th Grade Analysis of assessment data</p> <p>12th Grade Development of remaining concepts and assessments</p>	<p>10th Grade Analysis of assessment data</p> <p>11th Grade Analysis of assessment data</p> <p>12th Grade</p> <ul style="list-style-type: none"> Assessment results and next steps with hard to teach/learn concepts Adjustments to common concepts for 2013-14 	<p><i>To celebrate our collective work/results of the 2012-13 school year.</i></p>
Activities:	Activities:	Activities:	Activities:	Activities:
<p>10th Grade Grade level meeting to discuss concepts and assessments</p> <p>11th Grade Grade level meeting to discuss concepts and</p>	<p>10th Grade</p> <ul style="list-style-type: none"> Grade level meetings to discuss assessment data Next steps regarding hard to teach/learn concepts <p>11th Grade</p>	<p>10th Grade</p> <ul style="list-style-type: none"> Grade level meetings to discuss assessment data Next steps regarding hard to teach/learn concepts <p>11th Grade</p>	<p>10th Grade</p> <ul style="list-style-type: none"> Grade level meetings to discuss assessment data Next steps regarding hard to teach/learn concepts <p>11th Grade</p>	<p><i>District Celebration</i></p>

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

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2013-14 Standard Bearer Early Release Days

#1 2013	#2 2013	#3 2014	#4 2014	#5 2014
Objective(s):	Objective(s):	Objective(s):	Objective(s):	Objective(s):
<u>All Grades</u> <ul style="list-style-type: none"> Revisions and/or additions to course concepts and assessments Assessment development for elective courses WOW Academy Proposals 	<u>All Grades</u> Analysis of assessment data	<u>All Grades</u> Analysis of assessment data	<u>All Grades</u> Analysis of assessment data	<i>To celebrate our collective work/results of the 2013-14 school year.</i>
Activities:	Activities:	Activities:	Activities:	Activities:
<u>All Grades</u> Grade level meeting to discuss concepts and assessments	<u>All Grades</u> <ul style="list-style-type: none"> Grade level conversations around assessment data Next steps regarding hard to teach and learn concepts that emerge from the data 	<u>All Grades</u> <ul style="list-style-type: none"> Grade level conversations around assessment data Next steps regarding hard to teach and learn concepts that emerge from the data 	<u>All Grades</u> <ul style="list-style-type: none"> Grade level conversations around assessment data Next steps regarding hard to teach and learn concepts that emerge from the data 	<i>District Celebration</i>
Resources Needed:	Resources Needed:	Resources Needed:	Resources Needed:	Resources Needed:
Course concepts	Assessment results	<ul style="list-style-type: none"> Previously developed course concepts Previously developed course assessments State/National standards 	<ul style="list-style-type: none"> Assessment results Course Concepts 	<i>TBD</i>

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2014-15 Standard Bearer Early Release Days

#1 2014	#2 2014	#3 2015	#4 2015	#5 2015
Objective(s):	Objective(s):	Objective(s):	Objective(s):	Objective(s):
<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>
Activities:	Activities:	Activities:	Activities:	Activities:
<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>District Celebration</i>
Resources Needed:	Resources Needed:	Resources Needed:	Resources Needed:	Resources Needed:
<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

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Signature Page

The following people have approved this school improvement plan for Fife High School:

Administration

_____	Mark Knight	_____	Teresa Hockman
_____	Brian Neufeld	_____	Lisa Hope
_____	Amanda Fox	_____	Jeanie Iovino
_____	Marlyne Johnson	_____	Mark Jones
		_____	Brian Meyer
		_____	Betsy Ritchie

Parents

_____	Jody Carlson	_____	Steve Slavens
_____	Roy Ray	_____	Christiann Thomas
		_____	Heidi Woodruff

Site Council

_____	Dennis Burtchett
_____	Chuck Curtice
_____	Tracy Fox
_____	Andrew Giddings