

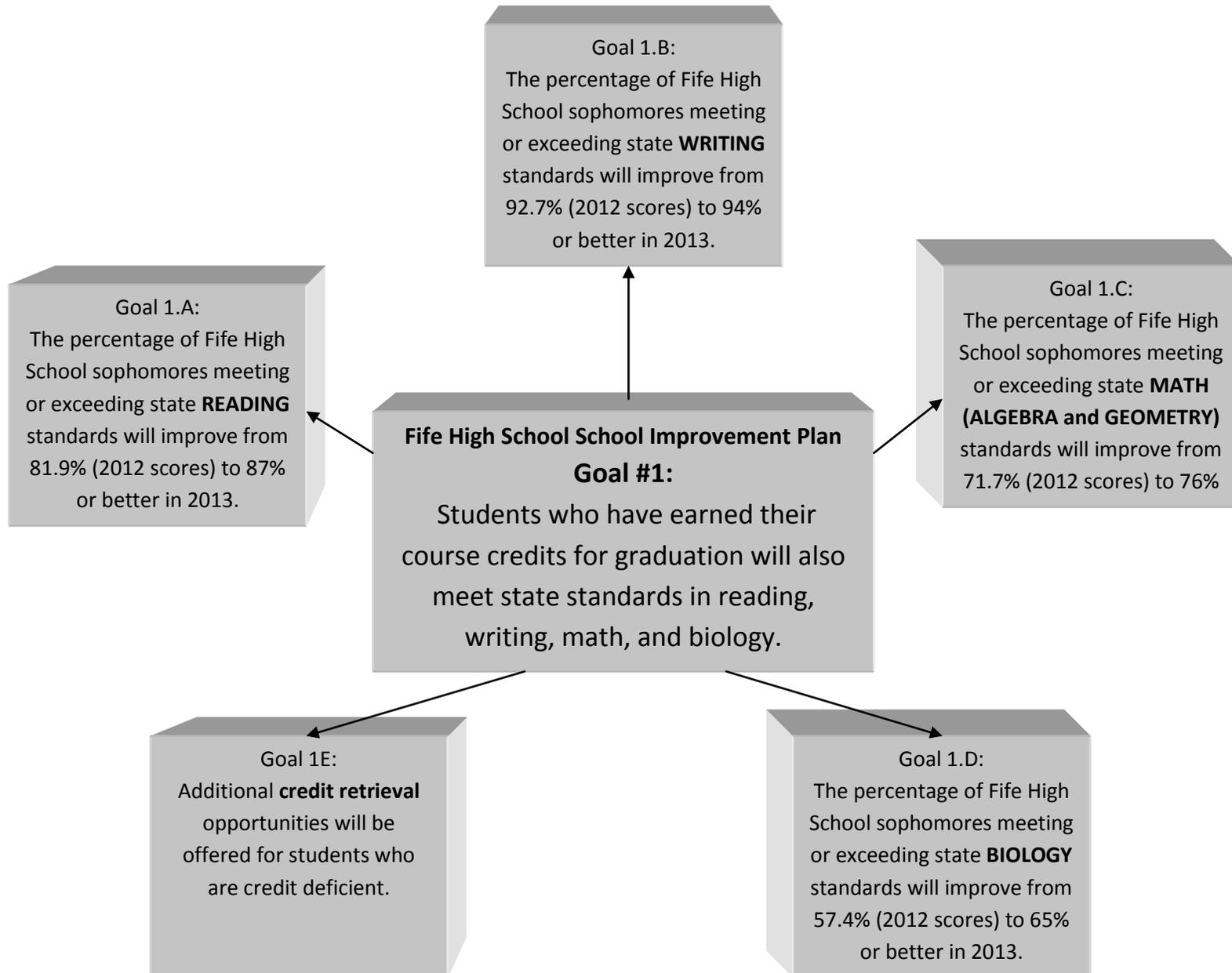
Fife High School 2012-2013 School Improvement Plan

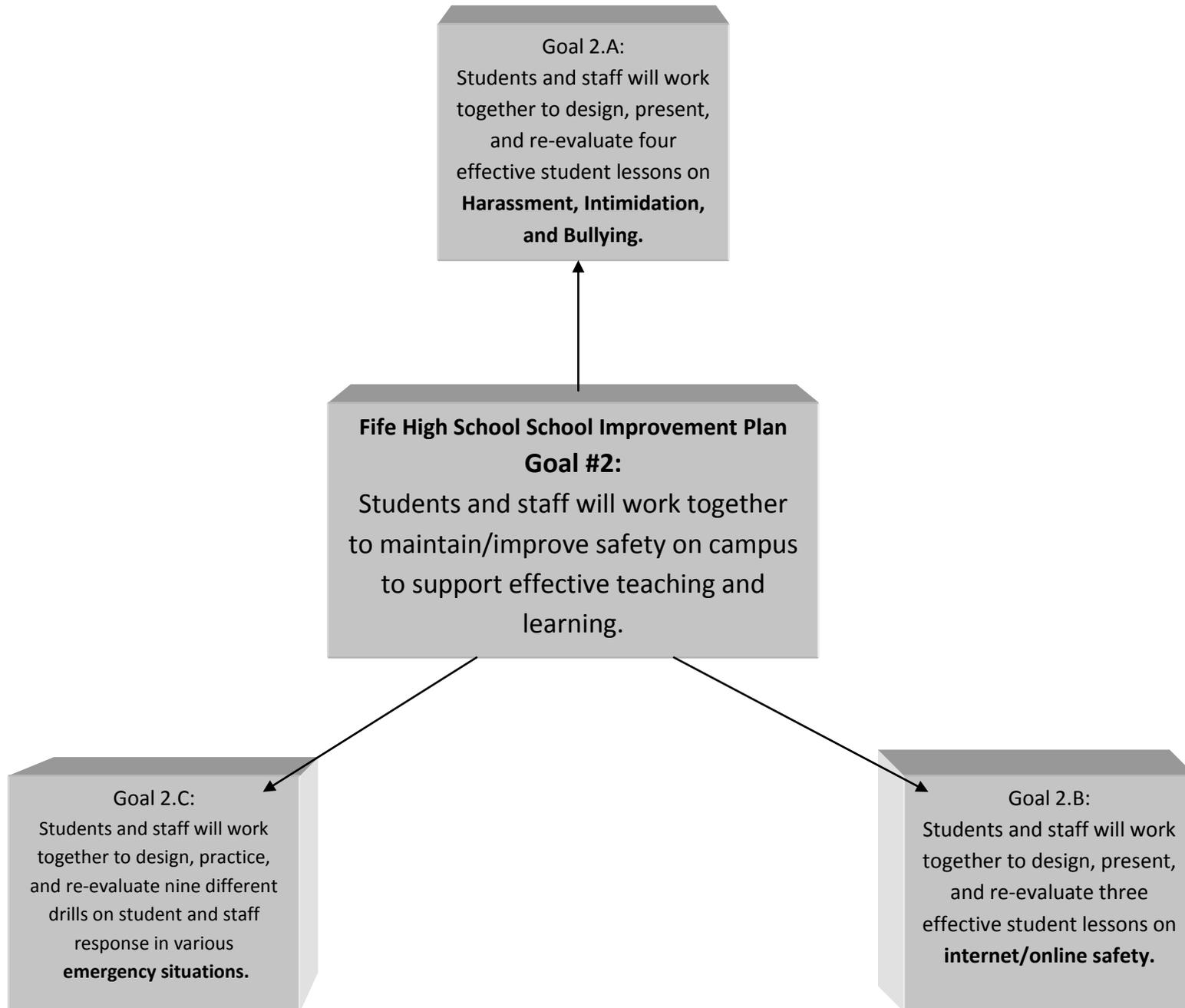
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Considerations included in the development of the Fife High School 2012-13 School Improvement Plan are input from staff, parents, students, and community members, along with data collected through student input. Data was analyzed in light of both the *Nine Characteristics of Highly Effective Schools* as outlined by the Washington State Office of the Superintendent of Public Instruction, and *School Standards: A Framework for Assessing the Internal Operations of Schools and Classrooms* from the Schlechty Center. All Fife High School staff members meet federal requirements of certification. This School Improvement Plan will be approved by the Fife School District Board of Directors on October 29, 2012.







S.I.P. Goal 1: FHS students who have earned their course credits for graduation will also meet state standards.

Rationale: State graduation requirement in the areas of reading, writing, algebra and/or geometry, and biology have increased. Our instruction must be focused on setting our students up for success when they take the state tests, and we must have effective support systems in place to immediately help those students who aren't passing the standardized tests so they can meet the state standards via alternate assessments.

Subgoal A: The percentage of Fife High School sophomores meeting or exceeding state READING standards will improve from 81.9% (2012 scores) to 87% or better in 2013.

Subgoal B: The percentage of Fife High School sophomores meeting or exceeding state WRITING standards will improve from 92.7% (2012 scores) to 94% or better in 2013.

Subgoal C: The percentage of Fife High School sophomores meeting or exceeding state MATH standards will improve from 71.7% (2012 scores) to 76% or better in 2013.

Subgoal D: The percentage of Fife High School sophomores meeting or exceeding state BIOLOGY standards will improve from 57.4% (2012 scores) to 65% or better in 2013.

Subgoal E: Additional credit retrieval opportunities will be offered for students who are credit deficient.

9 Characteristics of High Performing Schools

Characteristic	How is this characteristic demonstrated/developed in this SIP goal?
1.A clear and shared focus.	All teachers understand the state graduation requirements and the consequences for students who cannot meet them.
2.High standards and expectations for all students.	Students must meet state standards in these academic areas. Teachers must understand those state standards.
3.Effective school leadership.	Leadership among the teaching staff is being developed in overt ways (building design coaches, department heads, admin intern) and covert ways (seeking out input and ideas from different members of the staff).
4.High levels of communication and collaboration.	Working in cross-curricular SIP groups on Standard Bearer Half Days to analyze data for lapses in learning.
5.Curriculum, instruction, and assessments aligned with state standards.	Teachers must be knowledgeable in these state standards so their instruction can support them.
6.Frequent monitoring of teaching and learning.	Additional assessments may be needed to gauge student mastery of key skills as outlined in the state standards.
7.Focused professional development.	Teachers will isolate gaps in students' learning by collecting and analyzing data. WOW academies will address identified Hard to Teach/Difficult to Learn concepts. SIP groups will collect and analyze data after the WOW academy lessons are presented, to evaluate effectiveness and make further recommendations.
8.A supportive learning environment.	Academic interventions will help students meet standards in order to graduate. Academic preventions will keep students a greater percentage of students on schedule to graduate.
9.High levels of family and community involvement.	Students who are not meeting state standards and their families must be notified of the students' graduation status and educated about alternate means of meeting state standards.

The Schlechty Center’s Schoolhouse Standards

Standard	How is this characteristic demonstrated/developed in this SIP goal?
1. Patterns of Engagement	Teachers will be assessing more specifically and more often. These checks for understanding will help teachers see whether students are engaging with the learning.
2. Student Achievement	State standards are playing a larger role in determining graduation than just earning course credits. Therefore, teachers must be cognizant of the state standards and make sure students are meeting them. When students are not, work must be redesigned.
3. Content and Substance	There is no reason students should not know the state standards. If they do, they can help teachers design work that is engaging and effective. Student voice will be particularly useful here.
4. Organization of Knowledge	Student voice here can inform teachers’ design of lessons teaching state standards.
5. Product Focus	In addition to mastering traditional content and skills, students and teachers need to put a degree of concentrated focus on state standards and what meeting those standards looks like. Students will need to learn to assess their own learning as well.
6. Clear and Compelling Product Standards	Teachers will provide rubrics and other assessment devices to give students frequent feedback on what and how they are learning, as well as to assess student learning and collect data about that learning.

Goal #1 General Action Steps

1. Identify all current seniors, then juniors and then sophomores, who have not passed the HSPE or EOCs.
2. Using Standard Bearer time, faculty meetings, site council meetings, and WOW academies, analyze available data (HSPE and EOC strand data, OSPI’s descriptors for achievement levels, released items, student interviews) for these particular students to identify the lapses in learning.
3. During Standard Bearer Days, SIP goal groups will identify where data is lacking, generate ideas for collecting that data, and analyze that data as it is collected.
4. FHS staff and students will participate in in-building and district WOW academies, designing lessons for the Hard to Teach/Difficult to Learn concepts the data reveals.
5. Building design coaches Brian Meyer and Lisa Wolfe, with assistance from administrative intern Mark Beddes, will work with small groups of teachers and students to analyze data and craft meaningful WOW academy proposals. The coaches will then facilitate WOW academies.
6. Teachers will incorporate more frequent assessment of HtT/DtL concepts.
7. Teachers will use the Classroom Standards to self-assess what they know and do not know. Areas of weakness will be addressed at WOW academies, site council and faculty meetings, Standard Bearer half days, department meetings, and formative assessment meetings.
8. Student achievement data will be analyzed by population. Populations who are underachieving and their areas of weakness will be identified. Teachers will know what the data tells them and create work, via WOW academies, to create appropriately scaffolded and designed lessons so students can meet state standards.
9. Students who have made two attempts at any one HSPE or EOC and have failed are eligible to submit a Collection of Evidence. Seniors who have not passed either of the math EOCs are placed in a math COE class, where Jeff Howell, under guidance from Marlyne Johnson and with support from Debbie Smith, will help students learn the skills necessary to submit a Collection of Evidence that meets state standards.
10. Any general ed student who has failed a HSPE or EOC will automatically be registered to retake it. Students will also be encouraged by their counselors to take the SAT or ACT in an effort to meet state standards through that alternate route.
11. Any students in need of a third year of advanced math will be placed in advanced algebra, accounting, financial algebra, or the math COE class.
12. Student tutoring for math will be available again this year.
13. Alternate means of supporting struggling students will be developed.

SPECIFIC ACTION STEPS FOR GOALS 1.A-1.E

Goal 1: FHS students who are current with their course credit requirements for graduation will also meet state standards.

Goal 1.A: The percentage of Fife High School sophomores meeting or exceeding state READING standards will improve from 81.9% (2012 scores) to 86% or better in 2013.

1.A Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
2012 READING HSPE scores will be broken down according to AMO sub-populations to look for patterns in achievement.	Amanda Fox	mid October 2012	AMO data, including 2011 baseline data and improvement percentages for each subpopulation. A calculator.	Administrators and teachers have a better understanding of how different subpopulations (both those counting toward AMO and those that are N<20) are faring.	October 17, 2012
This information is shared with English department.	Amanda Fox	mid October 2012			October 17, 2012
This information is shared with Site Council.	Amanda Fox	November site council meeting			November 6, 2012
This information is shared with Goal 1.A SIP group.	Amanda Fox	November Standard Bearer afternoon			November 7, 2012
2012 READING HSPE strand data will be analyzed for areas of strength and weakness.	SIP group English department	November 7 SB afternoon	SB afternoon, data from EDS and OSPI	English teachers better understand what key skills last year's sophomores had or had not learned. They can then more explicitly teach to this year's sophomores	
Data on bilingual students and low income students will be gathered and analyzed. Teaching techniques effective for students whose home or primary language is not English, as well as students from lower socioeconomic status, will be investigated and used where effective..	English teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council	By mid November 2012	English teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council; time; possibly GLAD or similar training	Teachers will gain teaching skills to help students whose access to English may be limited by any number of factors.	Identify students whose home language or primary language is something other than English done: October 17, 2012
The English department will review released items, test preparation strategies and suggestions, and other OSPI resources to design lessons to prepare students for format and types of questions/topics.	English department	End of November 2012	One release day for English department to collect and evaluate resources WOW academy(ies) to design lessons that prepare students for the HSPE.	English teachers better understand what key skills last year's sophomores had or had not learned. They can then more explicitly teach to this year's sophomores	

1.A Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
English 10/PreAP English 10 teachers will present these lessons	Shawn Gaspaire, Sue Grab, Val Palumbo, Rob Porter	Ongoing throughout year	WOW academy time, data	Teachers will present lessons. Students will demonstrate mastery of key skills. Students can articulate what skills they are learning and why they are important.	
English teachers will visit each others' English 10/PreAP English 10 classes to teach key HSPE skills, vocabulary, and strategies.	All English department	Once or twice, probably second semester	Coverage for teachers as they teach in colleagues' classes	Students will hear same message from multiple authority figures; students will be taught by someone different from their usual teacher; some students may learn better when taught by a different person or in a different way	
Lessons will be evaluated for effectiveness and to inform redesign	English teachers, SIP group	Ongoing throughout the year	SB afternoons, possibly some release time	Lessons' effectiveness will be determined and reteaching will occur as needed	
Identify seniors who have not passed the READING HSPE and who have made at least one attempt.	Amanda Fox, Marlyne Johnson, Lisa Hope, John Sutich, Betsy Ritchie	End of September 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new seniors	No senior is mistakenly overlooked or missed; all who are eligible submit an eCOE	October 1, 2012 Ongoing for new seniors until January submission date
Meet with these seniors and set them up to do a READING eCOE.	Marlyne Johnson, Debbie Smith, Lisa Hope, John Sutich, Amanda Fox	Mid-October 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new seniors	No senior is mistakenly overlooked or missed; all who are eligible submit an eCOE	October 11, 2012 Ongoing for new seniors until January submission date
All eligible seniors will submit a READING eCOE that meets state standards	Seniors eligible to submit a READING eCOE will meet with Marlyne Johnson and Debbie Smith weekly until submission Chuck Curtice will assist with ELL/former ELL students	January 9, 2013	eCOE guidelines from OSPI OSPI webinars Time for students to meet with advisor (weekly pull-out from classes on a rotating schedule)	All seniors who are eligible to submit a READING eCOE do so All submissions meet standard Any submissions that do not meet standard are successfully augmented	January 9, 2013 End of March? 2013 April 24, 2013
Any seniors who have not made an initial attempt at the READING HSPE are tested in March 2013.	Identification of these seniors: Amanda Fox, Marlyne Johnson, Lisa Hope, John Sutich, Betsy Ritchie Registration for spring HSPE: Betsy Ritchie	End of September, 2012 Registration deadline?	EDS CIA/CAA Graduation Database Updates to EDS database for new seniors	No senior in this situation is mistakenly overlooked	
Seniors submitting an eCOE will also take the HSPE	Betsy Ritchie, Lisa Hope, John Sutich	Registration deadline?	List of students submitting an eCOE	All seniors who need to meet state standards in READING will have an opportunity to do so through both the test and the eCOE	End of May, 2013

1.A Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Seniors who have not yet passed the HSPE are notified	Results handed out Students notified by counselors in senior talks Students eligible for eCOE meet as a group with Marlyne Johnson, Debbie Smith, counselors, Amanda Fox	June 2012 September-October 2012 Mid-October 2012	Spring 2012 results; August 2012 results	All seniors who have not yet met state standards in this area will know by mid-October	
Parents of seniors who have not yet passed the HSPE are notified	Lisa Hope, John Sutich, others as needed	Mid-October if not sooner	List of seniors who have not met standard	All parents of seniors who have not yet met standard in this area will know (and understand the plan for their student to meet standard) by mid-October	
WOW academies generate lessons targeting areas of weakness, particularly for ELL/former ELL students and lower-skilled general ed students	English teachers and other interested parties Brian Meyer and Lisa Wolfe to facilitate	October 16, 2012 Ongoing throughout the year	Brian Meyer and Lisa Wolfe Elaine Smith Building/district WOW academy time	Lessons are designed and implemented, targeting particular skill deficits Data is collected before and after these lessons, to assess effectiveness	
FHS teachers will know which seniors need to submit an eCOE or pass the HSPE in order to graduate	Amanda Fox	Presented at October staff meeting Re-examined at November Site Council	List of seniors who have not yet met standard	Teachers will help monitor these students' participation and achievement in class, and will actively support these students' efforts to submit their eCOEs.	
Juniors who have not yet met standard in this area will be notified and their options explained to them	Lisa Hope and John Sutich in junior talks	October-November 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new students	All juniors who have not yet met standard are registered for, and take, the HSPE in March 2013	
Parents of juniors who have not yet met standard in this area will be notified and their students' options explained to them: phone calls, meetings, dial outs, newsletter, website	Counselors, admins	By early March, 2013	List of juniors who have not yet met standard Contact information for those parents	All juniors who have not yet met standard are registered for, and take, the HSPE in March 2013 No parent is caught by surprise	

1.A Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Sophomores and their parents understand the importance of passing the HSPE	English teachers in English classes Counselors during sophomore talks Admins and counselors during arena conferencing Dial outs, newsletters, websites, letters: Amanda Fox	Ongoing December 2012 November and April arena conferences Ongoing throughout year		Sophomore students show up and take the HSPE Parents call with questions	
Graduation requirements are posted in all classrooms as reminders	Amanda Fox	Mid-October 2012	Flyers	Students and teachers look at and refer to these flyers, posted near the door in every classroom	
After school tutoring for students who need help	Amanda Fox	October 2012	Flyers to advertise Posted on Facebook Promoted by teachers	Students in need of help stay after school to take advantage of the free tutoring	

Goal 1: All FHS students who are current with their course credit requirements for graduation will also meet state standards.

Goal 1.B: The percentage of Fife High School sophomores meeting or exceeding state WRITING standards will improve from 92.7% (2012 scores) to 94% or better in 2013.

1.B Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
2012 WRITING HSPE scores will be broken down according to AMO sub-populations to look for patterns in achievement.	Amanda Fox	mid October 2012	AMO data, including 2011 baseline data and improvement percentages for each subpopulation. A calculator.	Administrators and teachers have a better understanding of how different subpopulations (both those counting toward AMO and those that are N<20) are faring.	October 17, 2012
This information is shared with English department.	Amanda Fox	mid October 2012			October 17, 2012
This information is shared with Site Council.	Amanda Fox	November site council meeting			November 6, 2012
This information is shared with Goal 1.A SIP group.	Amanda Fox	November Standard Bearer afternoon			November 7, 2012
2012 WRITING HSPE strand data will be analyzed for areas of strength and weakness.	SIP group English department	November 7 SB afternoon	SB afternoon, data from EDS and OSPI		
The English department will review released items, test preparation strategies and suggestions, and other OSPI resources to design lessons to prepare students for format and types of questions/topics.	English department	End of November 2012	One release day for English department to collect and evaluate resources WOW academy(ies) to design lessons that prepare students for the HSPE.	English teachers better understand what key skills last year's sophomores had or had not learned. They can then more explicitly teach to this year's sophomores	
English 10/PreAP English 10 teachers will present these lessons	Shawn Gaspaire, Sue Grab, Val Palumbo, Rob Porter	Ongoing throughout year	WOW academy time, data	Teachers will present lessons. Students will demonstrate mastery of key skills. Students can articulate what skills they are learning and why they are important.	
Lessons will be evaluated for effectiveness and to inform redesign	English teachers, SIP group	Ongoing throughout the year	SB afternoons, possibly some release time	Lessons' effectiveness will be determined and reteaching will occur as needed	
Data on bilingual students and low income students will be gathered and analyzed. Teaching techniques effective for students whose home or primary language is not English, as well as students from lower socioeconomic status, will be investigated and used where effective..	English teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council	By mid November 2012	English teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council; time; possibly GLAD or similar training	Teachers will gain teaching skills to help students whose access to English may be limited by any number of factors.	Identify students whose home language or primary language is something other than English done: October 17, 2012

1.B Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Identify seniors who have not passed the WRITING HSPE and who have made at least one attempt.	Amanda Fox, Marlyne Johnson, Lisa Hope, John Sutich, Betsy Ritchie	End of September 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new seniors	No senior is mistakenly overlooked or missed; all who are eligible submit an eCOE	October 1, 2012 Ongoing for new seniors until January submission date
Meet with these seniors and set them up to do a WRITING eCOE.	Marlyne Johnson, Debbie Smith, Lisa Hope, John Sutich, Amanda Fox	Mid-October 2012	aEDS CIA/CAA Graduation Database Updates to EDS database for new seniors	No senior is mistakenly overlooked or missed; all who are eligible submit an eCOE	October 11, 2012
Seniors submitting an eCOE will also take the HSPE	Betsy Ritchie, Lisa Hope, John Sutich	Registration deadline?	List of students submitting an eCOE	All seniors who need to meet state standards in WRITING will have an opportunity to do so through both the test and the eCOE	End of May, 2013
Seniors who have not yet passed the HSPE are notified	Results handed out Students notified by counselors in senior talks Students eligible for eCOE meet as a group with Marlyne Johnson, Debbie Smith, counselors, Amanda Fox	June 2012 September-October 2012 Mid-October 2012	Spring 2012 results; August 2012 results	All seniors who have not yet met state standards in this area will know by mid-October	
Parents of seniors who have not yet passed the HSPE are notified	Lisa Hope, John Sutich, others as needed	Mid-October if not sooner	List of seniors who have not met standard	All parents of seniors who have not yet met standard in this area will know (and understand the plan for their student to meet standard) by mid-October	
Strand data from 2012 HSPE is analyzed for patterns of strength and weakness	SIP group is formed to analyze, review data; suggest WOW academy proposals; collect data after WOW academy lessons are presented to evaluate effectiveness English department	September Standard Bearer afternoon Remaining Standard Bearer afternoons Department meetings	Standard Bearer afternoons Manpower to collect data between SB afternoons Before/after school meetings; half day release time?	Data from multiple sources is collected and analyzed Trends are identified WOW proposals are generated English department is targeting lessons at particular skills identified in strand data	
WOW academies generate lessons targeting areas of weakness, particularly for ELL/former ELL students and lower-skilled general ed students	English teachers and other interested parties Brian Meyer and Lisa Wolfe to facilitate	October 16, 2012 Ongoing throughout the year	Brian Meyer and Lisa Wolfe Elaine Smith Building/district WOW academy time	Lessons are designed and implemented, targeting particular skill deficits Data is collected before and after these lessons, to assess effectiveness	

1.B Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
FHS teachers will know which seniors need to submit an eCOE or pass the HSPE in order to graduate	Amanda Fox	Presented at October staff meeting Re-examined at November Site Council	List of seniors who have not yet met standard	More teachers support students needing to submit an eCOE by encouraging and monitoring their progress. Teachers are mindful of the additional pressure on these students and are supportive while still upholding expectations for regular classes.	
Juniors who have not yet met standard in this area will be notified and their options explained to them	Lisa Hope and John Sutch in junior talks	October-November 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new students	All juniors who have not yet met standard are registered for, and take, the HSPE in March 2013	
Parents of juniors who have not yet met standard in this area will be notified and their students' options explained to them: phone calls, meetings, dial outs, newsletter, website	Counselors, admins	By early March, 2013	List of juniors who have not yet met standard Contact information for those parents	All juniors who have not yet met standard are registered for, and take, the HSPE in March 2013 No parent is caught by surprise	
Sophomores and their parents understand the necessity of passing the HSPE	English teachers in English classes Counselors during sophomore talks Admins and counselors during arena conferencing Dial outs, newsletters, websites, letters: Amanda Fox	Ongoing December 2012 November and April arena conferences Ongoing throughout year		Sophomore students show up and take the HSPE Percentage of sophomores passing the WRITING HSPE will exceed state average. Parents call with questions	
Graduation requirements are posted in all classrooms as reminders	Amanda Fox	Mid-October 2012	Flyers	Students and teachers look at and refer to these flyers, posted near the door in every classroom	
After school tutoring for students who need help	Amanda Fox	October 2012	Flyers to advertise Posted on Facebook Promoted by teachers	Students in need of help stay after school to take advantage of the free tutoring	

Goal 1: FHS students who are current with their course credit requirements for graduation will also meet state standards.					
Goal 1.C: The percentage of Fife High School sophomores meeting or exceeding state MATH standards will improve from 71.7% (2012 scores) to 76% or better in 2013.					
1.C Action Steps	To be done by whom	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Identify seniors who have not passed the ALGEBRA or GEOMETRY EOC and who have made at least one attempt. Place them in the Algebra COE class taught by Jeff Howell	Amanda Fox, Marlyne Johnson, Lisa Hope, John Sutich, Betsy Ritchie	End of September 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new seniors Webinars for Jeff Howell	No senior is mistakenly overlooked or missed; all who are eligible submit an eCOE	October 1, 2012 Ongoing for new seniors until February submission date
All eligible seniors will submit an ALGEBRA eCOE that meets state standards	Jeff Howell	February 1, 2013	eCOE guidelines from OSPI OSPI webinars	All seniors who are eligible to submit an ALGEBRA eCOE do so All submissions meet standard Any submissions that do not meet standard are successfully augmented	February 1, 2013 End of March? 2013 May 1, 2013
Any seniors who have not made an initial attempt at the ALGEBRA or GEOMETRY EOC are tested in June 2013.	Identification of these seniors: Amanda Fox, Marlyne Johnson, Lisa Hope, John Sutich, Betsy Ritchie	End of September, 2012 Registration deadline?	EDS CIA/CAA Graduation Database Updates to EDS database for new seniors	No senior in this situation is mistakenly overlooked	
Seniors submitting an eCOE will also take the EOC	Betsy Ritchie, Lisa Hope, John Sutich	Registration deadline?	List of students submitting an eCOE	All seniors who need to meet state standards in algebra/geometry will have an opportunity to do so through both the test and the eCOE	June 2013
Seniors who have not yet passed the algebra or geometry EOC are notified Students' schedules are changed to place them in Algebra COE class	Results handed out Students notified by counselors in senior talks	June 2012 September-October 2012 Mid-September 2012	Spring 2012 results; August 2012 results	All seniors who have not yet met state standards in this area will know by mid-September	
Parents of seniors who have not yet passed the algebra or geometry EOC are notified	Lisa Hope, John Sutich, others as needed	Mid-October if not sooner	List of seniors who have not met standard	All parents of seniors who have not yet met standard in this area will know (and understand the plan for their student to meet standard) by mid-October	
Seniors' transcripts will be reviewed to make sure they have passed algebra, geometry, and a third upper level math course; where needed, schedule changes are made	Amanda Fox, Lisa Hope, John Sutich	Mid-September	School Master, Aspen	All seniors in need of math credits are enrolled in appropriate courses and pass those courses	

1.C Action Steps	To be done by whom	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Strand data from 2012 ALGEBRA and GEOMETRY EOCs is analyzed for patterns of strength and weakness	SIP group is formed to analyze, review data; suggest WOW academy proposals; collect data after WOW academy lessons are presented to evaluate effectiveness Math department	September Standard Bearer afternoon Remaining Standard Bearer afternoons Department meetings	Standard Bearer afternoons Manpower to collect data between SB afternoons Before/after school meetings; half day release time?	Data from multiple sources is collected and analyzed Trends are identified WOW proposals are generated Math department is targeting lessons at particular skills identified in strand data	
Data on bilingual students and low income students will be gathered and analyzed. Teaching techniques effective for students whose home or primary language is not English, as well as students from lower socioeconomic status, will be investigated and used where effective.	Math teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council	By mid November 2012	Math teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council; time; possibly GLAD or similar training	Teachers will gain teaching skills to help students whose access to English may be limited by any number of factors.	Identify students whose home language or primary language is something other than English done: October 17, 2012
WOW academies generate lessons targeting areas of weakness, particularly for ELL/former ELL students and lower-skilled general ed students	Math teachers and other interested parties Brian Meyer and Lisa Wolfe to facilitate	October 16, 2012 Ongoing throughout the year	Brian Meyer and Lisa Wolfe Elaine Smith Building/district WOW academy time	Lessons are designed and implemented, targeting particular skill deficits Data is collected before and after these lessons, to assess effectiveness	
FHS teachers will know which seniors need to submit an ALGEBRA eCOE or pass the EOC in order to graduate	Amanda Fox	Presented at October staff meeting Re-examined at November Site Council	List of seniors who have not yet met standard	Teacher awareness leads to more subtle support for students who have not yet met standard	
Juniors who have not yet met standard in this area will be notified and their options explained to them	Lisa Hope and John Sutich in junior talks Amanda Fox visits all algebra, geometry, and third year math classes to reiterate importance of passing class and EOCs	October-November 2012	EDS CIA/CAA Graduation Database Updates to EDS database for new students	All juniors who have not yet met standard are registered for, and take, the EOC in June 2013	

1.C Action Steps	To be done by whom	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Juniors' transcripts will be reviewed to make sure they have passed algebra, geometry, and a third upper level math course; where needed, schedule changes are made	Amanda Fox, Lisa Hope, John Sutich	Mid-September	School Master, Aspen	All juniors in need of math credits are enrolled in appropriate courses and pass those courses	
Parents of juniors who have not yet met standard in this area will be notified and their students' options explained to them: phone calls, meetings, dial outs, newsletter, website	Counselors, admins	By early June 2013	List of juniors who have not yet met standard Contact information for those parents	All juniors who have not yet met standard are registered for, and take, the EOC in June 2013 No parent is caught by surprise	
Sophomores and their parents understand the importance of passing the Algebra and Geometry EOCs, along with algebra, geometry, and a third year of upper level math	Math teachers in algebra and geometry classes Counselors during sophomore talks Admins and counselors during arena conferencing Dial outs, newsletters, websites, letters: Amanda Fox Amanda Fox visits all algebra, geometry, and third year math classes to reiterate importance of passing class and EOCs	Ongoing December 2012 November and April arena conferences Ongoing throughout year		Sophomore students show up and take the algebra or geometry EOC More students pass the algebra or geometry EOC More students taking advantage of after school tutoring Fewer Fs in algebra, geometry, and third year math courses Parents call with questions	
Students not achieving in algebra will be tracked by teachers and principal. Student and parent will be personally contacted by principal to address reasons behind lack of achievement and what support would help the student. Same process for geometry at a later date.	Math teachers, Amanda Fox	By early November, 2012 (ideally before Arena Conferences, 11/7/12) Ongoing effort throughout year, at progress report times. By early December, 2012	F list from first progress report grades; access to students' grades on Aspen	Students and parents will understand gravity of not passing course and/or EOC. Students and parents will feel the school cares about students' as individuals. Students who are underachieving in math classes will start to turn in work, take advantage of after school tutoring, access online supports. Their understanding will increase and their grades will improve. Success will improve motivation and encourage ongoing commitment to mastering material.	

1.C Action Steps	To be done by whom	To be done when	Resources needed	Evidence of Successful Implementation/ Completion	Completed
Graduation requirements are posted in all classrooms as reminders	Amanda Fox	Mid-October 2012	Flyers	Students and teachers look at and refer to these flyers, posted near the door in every classroom	
After school tutoring for students who need help	Amanda Fox	October 2012	Flyers to advertise Posted on Facebook Promoted by teachers	Students in need of help stay after school to take advantage of the free tutoring	

Goal 1: FHS students who are current with their course credit requirements for graduation will also meet state BIOLOGY standards.

Goal 1.D: The percentage of Fife High School sophomores meeting or exceeding state BIOLOGY standards will improve from 57.4% (2012 scores) to 65% or better in 2013.

1.D Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/Completion	Completed
Students not achieving in biology will be tracked by teachers and principal. Student and parent will be personally contacted by principal to address reasons behind lack of achievement and what support would help the student.	Math teachers, Amanda Fox	Initial contact by early November, 2012 (ideally before Arena Conferences, 11/7/12) Ongoing effort throughout year, at progress report times.	F list from first progress report grades; access to students' grades on Aspen	Students and parents will understand gravity of not passing course and/or EOC. Students and parents will feel the school cares about students' as individuals. Students who are underachieving in biology will start to turn in work, take advantage of after school tutoring, access online supports. Their understanding will increase and their grades will improve. Success will improve motivation and encourage ongoing commitment to mastering material.	
Sophomores and their parents understand the importance of passing the BIOLOGY EOC	Biology teachers in biology classes Counselors during sophomore talks Admins and counselors during arena conferencing Dial outs, newsletters, websites, letters: Amanda Fox	Ongoing December 2012 November and April arena conferences Ongoing throughout year		Sophomore show up and take the BIOLOGY EOC Greater percentage of sophomores pass the BIOLOGY EOC Greater percentage of sophomores pass Biology Parents call with questions	
Strand data from 2012 BIOLOGY EOC is analyzed for patterns of strength and weakness	SIP group is formed to analyze, review data; suggest WOW academy proposals; collect data after WOW academy lessons are presented to evaluate effectiveness Science department	September Standard Bearer afternoon Remaining Standard Bearer afternoons Department meetings	Standard Bearer afternoons Manpower to collect data between SB afternoons Before/after school meetings; half day release time?	Data from multiple sources is collected and analyzed Trends are identified WOW proposals are generated Biology teachers are targeting lessons at particular skills identified in strand data	
Data on bilingual students and low income students will be gathered and analyzed. Teaching techniques effective for students whose home or primary language is not English, as well as students from lower socioeconomic status, will be investigated and used where effective..	Biology teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council	By mid November 2012	Biology teachers; Chuck Curtice; Suzanne Shade; Nancy Fitta; SIP group; Site Council; time; possibly GLAD or similar training	Teachers will gain teaching skills to help students whose access to English may be limited by any number of factors.	Students whose home or primary language is not English identified: October 17, 2012

1.D Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/Completion	Completed
Students not achieving in biology will be tracked by teachers and principal. Student and parent will be personally contacted by principal to address reasons behind lack of achievement and what support would help the student.	Math teachers, Amanda Fox	Initial contact by early November, 2012 (ideally before Arena Conferences, 11/7/12) Ongoing effort throughout year, at progress report times.	F list from first progress report grades; access to students' grades on Aspen	Students and parents will understand gravity of not passing course and/or EOC. Students and parents will feel the school cares about students' as individuals. Students who are underachieving in biology will start to turn in work, take advantage of after school tutoring, access online supports. Their understanding will increase and their grades will improve. Success will improve motivation and encourage ongoing commitment to mastering material.	
The science department will review released items, test preparation strategies and suggestions, and other OSPI resources to design lessons to prepare students for format and types of questions/topics.	science department	End of November 2012	One release day for science department to collect and evaluate resources WOW academy(ies) to design lessons that prepare students for the EOC.	Biology teachers better understand what key skills last year's sophomores had or had not learned. They can then more explicitly teach to this year's sophomores	
WOW academies generate lessons targeting areas of weakness, particularly for ELL/former ELL students and lower-skilled general ed students	Biology teachers and other interested parties Brian Meyer and Lisa Wolfe to facilitate	October 16, 2012 Ongoing throughout the year	Brian Meyer and Lisa Wolfe Elaine Smith Building/district WOW academy time	Lessons are designed and implemented, targeting particular skill deficits Data is collected before and after these lessons, to assess effectiveness	
Biology/honors biology teachers will present these lessons	Dennis Burtchett, Sarah George, John Shula	Ongoing throughout year	WOW academy time, data	Teachers will present lessons. Students will demonstrate mastery of key skills. Students can articulate what skills they are learning and why they are important.	
Lessons will be evaluated for effectiveness and to inform redesign	Biology teachers, SIP group	Ongoing throughout the year	SB afternoons, possibly some release time	Lessons' effectiveness will be determined and reteaching will occur as needed	
Graduation requirements are posted in all classrooms as reminders	Amanda Fox	Mid-October 2012	Flyers	Students and teachers look at and refer to these flyers, posted near the door in every classroom	
After school tutoring for students who need help	Amanda Fox	October 2012	Flyers to advertise Posted on Facebook Promoted by teachers	Students in need of help stay after school to take advantage of the free tutoring	

Goal 1: FHS students who have earned their course credit requirements for graduation will also meet state standards.
Goal 1.E: Additional credit retrieval opportunities will be offered for students who are credit deficient.

1.E Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/Completion	Completed
Identify seniors who are credit deficient	Lisa Hope, John Sutich; shared with admin team	End of September 2012	School Master, Aspen, and transcripts for new students	Data regarding how many seniors may not graduate due to credit deficiency	
Meet with Jeff Short and John McCrossin to share our concerns about lack of credit retrieval options	Admins and counselors	End of September 2012	Counselors' lists of credit-deficient seniors; when these students fell behind in their credits; the resources we now offer for credit retrieval (BYU, summer school @ Sumner)	Meeting occurs and ongoing dialog continues throughout the course of the year	
FHS, CJH, and SLMS principals meet to discuss credit retrieval issues and options, particularly for 9 th and 10 th graders	Amanda Fox, Jeff Nelson, Jimmy Snider	End of November, 2012		Meeting occurs and ideas are generated regarding where students may be missing key learning in grades 6-12 Credit retrieval options are made available to 9 th and 10 th graders who are credit-deficient	
Generate list of possible options for credit retrieval; rank by cost and feasibility	Admins and counselors, updating Short and McCrossin at regular intervals	Winter Break, 2012	Information from other districts our size	List is generated with at least one, ideally two, practical and easily implemented options	
At least one if not two new options are created for credit-deficient seniors that are reasonable in cost, accessibility, and more than adequate in support	Admins and counselors, updating Short and McCrossin at regular intervals; update Dr. McCammon; update School Board; publicize through counselors, newsletters (Amanda Fox), website/Facebook (Amanda Fox), arena conferences	By start of second semester, 2013	Feasible, reasonable, practical, easily-implemented credit retrieval options Funding Space and supervision	Seniors who are just a few credits behind are able to make up their missing credits and graduate on time in June 2013	
Underclassmen take advantage of new credit retrieval opportunities too	Admins and counselors	Ongoing and into next school year	Feasible, reasonable, practical, easily-implemented credit retrieval options Funding Space and supervision	Underclassmen who are credit deficient are able to make up lost credits to graduate on time	

S.I.P. Goal 2: Students and staff will work together to maintain/improve safety on campus to support effective teaching and learning.

Rationale: Students must feel emotionally and physically safe and supported in order to learn at profound levels. Teachers must feel emotionally and physically safe in order to design, deliver, assess, and redesign engaging work for students.

Subgoal A: Students and staff will work together to design, present, and re-evaluate four effective student lessons on Harassment, Intimidation, and Bullying.

Subgoal B: Students and staff will work together to design, present, and re-evaluate three effective student lessons on Internet/Online Safety.

Subgoal C: Students and staff will work together to design, practice, and re-evaluate nine different drills on student and staff response in various emergency situations.

9 Characteristics of High Performing Schools

Characteristic	How is this characteristic demonstrated/developed in this SIP goal?
1.A clear and shared focus.	Goal #2 is understandable and focused on three areas to be taught/learned. All students witness, participate in, or are the victims of bullying—either in person or online.
2.High standards and expectations for all students.	We continue to develop personal responsibility and teach interpersonal skills and self control by upholding high behavior standards for our students.
3.Effective school leadership.	Leadership among the teaching staff is being developed in overt ways (building design coaches, department heads, admin intern) and covert ways (seeking out input and ideas from different members of the staff). Students have opportunities for school leadership through the design and production of lessons on these three elements of safety. Students will be essential participants in WOW academies on these topics.
4.High levels of communication and collaboration.	The three SIP groups analyzing data are from different and varied departments. These SIP groups will determine what data they need for assessment. That data will support building or district WOW academies, which will require participation and input from students. Students will directly benefit from the products of WOW academies supporting this goal.
5.Curriculum, instruction, and assessments aligned with state standards.	Focused student instruction on HIB and internet/online safety are now state mandates.
6.Frequent monitoring of teaching and learning.	Emergency drills will be immediately evaluated for effectiveness. Lessons on HIB or online safety will include opportunities for feedback to help steer future lessons. Administrators, counselors, and the SIP teams for these safety areas will monitor discipline and counseling data that reveals trends in HIB.
7.Focused professional development.	SIP teams will work during Standard Bearer Half Days to analyze data, create new ways to collect data, and propose WOW academy targets relating to HIB, Internet/Online Safety, and Campus Safety.
8.A supportive learning environment.	Emotional and physical safety are essential for students to fully engage in their learning, and for teachers to focus on engaging their students.
9.High levels of family and community involvement.	Information about our safety lessons will be shared with the community via building social media, the Fife Free Press, building website. Emergency preparedness and practice will require participation of the larger community via law enforcement and emergency services.

The Schlechty Center’s Schoolhouse Standards

Standard	How is this Standard demonstrated?
7.A Safe Environment	Students and staff will be well-rehearsed in a) campus emergency procedures; b) how to identify, address, and report Harassment, Intimidation, and Bullying; c) how to use internet and online resources safely. As these lessons are learned, that information will be shared with parents via newsletters, Fife Free Press columns, building website, and building Facebook page.
8. Affirmation	Students, with guidance from staff members, will design lessons in these areas, participate in the production of the lessons, and help evaluate the effectiveness of the lessons.
9.Affiliation	Students who design and participate in the demonstration of these lessons will get to work together to produce meaningful work. The student body will learn relationship skills to interrupt or prevent bullying, thus promoting more secure relationships between peers.
10.Novelty and Variety	Students and staff will devote energy and focus to issues that are not limited to classroom subjects or content areas. These lessons will be created and distributed using any number of media.
11.Choice	The students who design these lessons will have freedom to teach their peers in a variety of ways. Students will provide feedback to indicate particular topics of interest.
12.Authenticity	These lessons will be created by students, for students, with guidance from staff members. Every student either witnesses bullying, participates in it, or is a victim of it; campus emergencies can occur at any time; any student who is online, especially those who participate in social media, witnesses bullying or can compromise their own safety by making poor decisions while online. All three components of this goal are everyday realities for our students.

Goal #2 General Action Steps

1. Students and staff will work together via WOW academies, surveys, interviews, and other means to identify what students and staff need to be taught about identifying, interrupting, and reporting incidents of Harassment, Intimidation, and Bullying.
2. Students, with staff guidance, will participate in a WOW academy to create lessons about HIB. Students will design, facilitate (or show teachers how to facilitate), and evaluate the lessons they create. The goal is one HIB lesson per month beginning in November.
3. Staff, with student input, will analyze what staff and students do not know about campus emergency procedures. Drills will be conducted at increasing levels of difficulty.
4. Staff and students will work with Fife police to design and conduct an event simulation in the spring.
5. Staff and students will work together to identify, design, present, and evaluate lessons regarding online safety. The goal is at least three meaningful lessons on this issue over the course of the year, with reviews.
6. Building design coaches will help small groups of staff and students craft WOW academy proposals. The coaches will then facilitate in-building WOW academies.

SPECIFIC ACTION STEPS FOR GOALS 2.A-2.C

Goal 2: Students and staff will work together to maintain/improve safety on campus to support effective teaching and learning.
Goal 2.A: Students and staff will work together to design, present, and evaluate four effective student lessons on Harassment, Intimidation, and Bullying.

2.A Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/Completion	Completed
Collect data to identify which types of HIB are most urgent to students	HIB SIP group Amanda Fox, Mark Beddes, other interested staff and students	Beginning discussions at September 27 SB afternoon	Time and design to collect data: surveys? When/how? Admin visits to classes for discussion	Surveys are completed	
Analyze data to identify HIB issues of most importance to students, ranked from most important to least important	HIB SIP group Interested students	November SB afternoon	Survey results	HIB issues are identified and ranked in order of their importance to our students	
Review school-wide HIB "virtual assembly" from last year; update and improve as necessary	Mark Beddes	End of October 2012	Last year's lesson, time to evaluate and adjust	Virtual assembly is presented again to students. Students participate in meaningful discussion and activities after. Receive evaluative feedback from students to use when designing next lesson.	
WOW academy proposals/academies to address each of the types of HIB identified by students	SIP group; interested staff and students; Lisa Wolfe and Brian Meyer to facilitate WOW academies	A minimum of four lessons will be designed and presented this year	WOW academy time; student volunteers; staff volunteers; building design coaches; technology	A minimum of four lessons are designed and presented at different points in the year	
Each lesson is evaluated by students for its effectiveness	All participants in lesson (students and teacher facilitators)	After each lesson is presented	Evaluation needs to be built into lessons designed at WOW academies	Illustrative, insightful feedback from students to incorporate into the next HIB lesson	

Goal 2: Students and staff will work together to maintain/improve safety on campus to support effective teaching and learning.
Goal 2.B: Students and staff will work together to design, present, and evaluate three effective student lessons on internet/online safety.

2.B Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/Completion	Completed
Collect data to identify issues of internet/online safety that need to be taught	HIB SIP group Amanda Fox, Mark Beddes, other interested staff and students Officer Schwan FBLA members	Beginning discussions at September 27 SB afternoon November SB afternoon	Time and design to collect data: surveys? When/how? Discussions in classes	Surveys are completed Discussions have occurred	
Analyze data to identify objectives of each internet/online safety lesson	HIB SIP group Amanda Fox, Mark Beddes, other interested staff and students Officer Schwan FBLA members	November SB afternoon	Survey results Feedback from class discussions, FBLA, CTE teachers, Officer Schwan	Objectives for at least three internet/online safety lessons are identified; WOW academy proposals are generated	
At least three WOW academy proposals/academies to teach students about internet/online safety	SIP group; interested staff and students; Lisa Wolfe and Brian Meyer to facilitate WOW academies	A minimum of three lessons will be designed and presented this year	WOW academy time; student volunteers; staff volunteers; building design coaches; technology	A minimum of three lessons are designed and presented at different points in the year	
Each lesson is evaluated by students for its effectiveness	All participants in lesson (students and teacher facilitators)	After each lesson is presented	Evaluation needs to be built into lessons designed at WOW academies	Illustrative, insightful feedback from students to incorporate into the next lesson	

Goal 2: Students and staff will work together to maintain/improve safety on campus to support effective teaching and learning.
Goal 2.C: Students and staff will work together to design, practice, and evaluate nine different drills on student and staff response in various emergency situations.

2.C Action Steps	To be done by	To be done when	Resources needed	Evidence of Successful Implementation/Completion	Completed
Collect data to identify what staff does and does not know about emergency procedures	HIB SIP group Mark Beddes	Beginning discussions at September 27 SB afternoon Survey given to staff at October staff meeting	Survey and time to analyze data	Surveys are completed	
Collect data to identify what students do and do not know about emergency procedures	HIB SIP group Mark Beddes, Amanda Fox, Brian Neufeld, and other interested staff and students Officer Schwan	Prior to November SB afternoon	Survey results	Objectives for each monthly emergency drill are established Each monthly emergency drill targets one type of emergency, with new variables to increase challenge	
One to three WOW academy proposals/academies to teach students about emergency procedures; maybe a school and community simulation in the spring	SIP group; Mark Beddes and Brian Neufeld; interested staff and students; Lisa Wolfe and Brian Meyer to facilitate WOW academies	Prior to the end of the year	WOW academy time; student volunteers; staff volunteers; building design coaches; Officer Schwan; other police/emergency services	At least one WOW academy creates a meaningful lesson on emergency procedures for both students and staff	
Each drill is evaluated by students and staff for its effectiveness	All participants in each drill	After each monthly emergency drill	Evaluation needs to be considered when planning the next emergency drill	Staff and students demonstrate increasing efficiency and focus during emergency drills as the year progresses.	