

Fife High School School Strategic Plan 2015-2016



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School Strategic Plan Considerations (WAC 180-16-220)

Fife High School's School Strategic Plan was presented to the School Board on October 13, 2015 for approval.

Data to establish improvement goals were from multiple data points including: HSPE and EOC scores, COE scores, grades, attendance data, parent feedback, and discipline data. The purpose of the school strategic plan is to ensure student achievement in alignment with state EALRs and GLEs to include non academic expectations from the district, parents, and community. One of the filters for determining improvement need is running goals and strategies through the lens of 'Nine Characteristics of Highly Effective Schools'. The School Strategic Plan (SSP) includes specific goals and strategies to address educational equity to include gender, culture, and ethnicity. Technology is addressed within the action plans as a vehicle to facilitate instruction.

The Human Resources Department has documentation of staff certification. All teachers at Fife High School have met federal Highly Qualified requirements.

Considerations included in the development of the 2015-2016 School Strategic Plan are input from staff, parents, and community members along with data collected from students.

Fife High School

2015-2016

Fife High School Mission Statement:

The core business of the Fife School District is to produce work that engages students. Work that is so compelling that students persist when they experience difficulties. Work that is so challenging that students have a sense of accomplishment and satisfaction when they accomplish the tasks assigned.

At 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 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.

Fife Public Schools | Strategic Plan

ASPIRATION

Fife Public Schools aspires to be a top tier learning organization in which all students are being prepared for college, career, and life.

MISSION

The mission of Fife Public Schools is to provide an engaging and safe environment where learning is linked to life.

VISION

The vision of Fife Public Schools is to develop students who are caring and compassionate, prepared for life's challenges and accountable for their actions and the betterment of society.

This we believe...

...about students

- All students should be college and career ready and prepared to live and compete in a global society
- All students can learn—but at different rates and in different ways
- All students deserve our attention, the opportunity to be engaged in high quality student work, support and encouragement as they progress in our learning system

...about our community partners

- Collaboration is paramount and partnership with our parents, families and our community around common goals is essential
- Providing meaningful volunteer opportunities through active outreach will equip parents and families with educational tools to assist in student learning
- Designing advanced service learning opportunities—while leveraging support, expertise and resources of our community—will facilitate active outreach and inclusive partnerships

...about our district

- It is our responsibility to recognize and respond to our changing community
- Having a high quality work force is the best way to meet the unique and diverse needs of our students and to ensure success for all students
- Collaboration among staff, families, and community is essential to meet the needs of our students.
- By including our entire community in collaborative conversations, we create a partnership that is unprecedented in other school systems.
- Sound and responsible fiscal management is a non-negotiable for Fife Public Schools

Goal 1 ACADEMIC EXCELLENCE	Goal 2 TRANSITION READINESS	Goal 3 PARENT, FAMILY, COMMUNITY ENGAGEMENT	Goal 4 HIGH QUALITY WORK FORCE
All staff in Fife Public Schools provide leadership, support and guidance to ensure all students meet or exceed district and state standards, graduate on time and are prepared for college or career and life after graduation.	From kindergarten readiness to college and career readiness and all transitions in between, all staff in Fife Public Schools are accountable for the collaboration needed to transition students in and out of our K-12 system and for all transitions between schools in our system.	All staff in the Fife Public Schools engage with our parent, family and community partners to support collaboration between and among all stakeholder groups	Recruit and retain a high quality work force throughout Fife Public Schools.



CELEBRATION OF SUCCESSES

For the Fife High School School Improvement Plan 2014-2015

Specific School Goal #1: Fife High School students will graduate on time, career and college ready.

69% of FHS Sophomores passed the Geometry End of Course (EOC) assessment

73.4% of FHS Sophomores passed the Biology End of Course (EOC) assessment

69% of FHS Juniors passed the English/Language Arts Standard Based Assessment (ELA SBA)

24% of FHS Juniors passed the Math Standards Based Assessments (Math SBA)

76.7% of FHS Seniors graduated on time

85.3% of FHS students graduated within an extended time frame (Class of 2014 students with a one year extension)

Provided Math Collection of Evidence class for those students who didn't pass the Algebra or Geometry EOC

Provided English Collection of Evidence class for those students who didn't pass the Reading or Writing HSPE

Provided Biology Collection of Evidence class for those students who had not passed the Biology EOC

Implemented Support Lunch for those students who were missing assignments in their enrolled classes

Provided after school tutoring for any student who was struggling in class

Provided targeted after school tutoring for ELL and exited ELL students

Provided credit recovery classes during the academic day and after school for credit deficient students

18 students received Washington State Honors Award for academic excellence

1 student who earned a perfect score on the ACT

3 students recognized with Washington State Scholar Award

98 students increased their GPA by 0.5 from 1st semester to 2nd semester

29 students earned Microsoft or Adobe Expert Certificates

CELEBRATION OF SUCCESSES

For the Fife High School School Improvement Plan 2014-2015

Specific School Goal #2: Fife High School students and staff will work together to grow in a safe, supportive, and orderly environment.

Provided monthly emergency drills including fire, evacuation, lockdown, shelter in place, and earthquake
Engaged the school community in an “Every 15 Minutes Drunk Driving Awareness” campaign
Instituted a Start on Time program focusing on student attendance leading to a decrease in student tardies
Utilized an attendance appeals procedure that resulted in 135 students regaining lost credit

14 students competed at FBLA Nationals including one national champion and one third place finish
6 students competed at TSA Nationals
State participants in Baseball, Basketball, Cross Country, Fastpitch, Football, Golf, Soccer, Swim and Dive, Track, and Wrestling
2 Society of Women Engineers Certificate of Merit
1 United Way Varsity Letter for Community Service

Provided Harassment, Intimidation, and Bullying awareness and training through Trojan TV Public Service Announcements

2015-2016 Fife High School Strategic Plan

Fife School District Strategic Goal #1- Academic Excellence

All staff in Fife Public Schools provide leadership, support and guidance to ensure all students meet or exceed district and state standards, graduate on time and are prepared for college or career and life after graduation.

Fife High School Strategic Goal #1 – Increase on-time graduation rate from 76.7% in 2015 to 85% for the class of 2016

Strategy #1 - Increase the rate of students passing the ELA/Literacy portion of the SBA from 67% to 80%

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Teachers in all departments implement weekly SBA preparatory tasks in junior classes	Department chair or other teacher leader from each department;	December 2015-May 2016	SBA training, CCSS training	Monthly	Student scores on ELA portion of the SBA, Student feedback following SBA shows students felt prepared for test (format, pacing, tasks, skills)
Weekly SBA preparatory tasks in all English 11 classes	Andrew Giddings Ladd Wolfe	October 2015- June 2016	Training for teachers. Release time, subs. Support from district ELA Coach	Monthly	Student scores on ELA portion of the SBA, Student feedback following SBA shows students felt prepared for test (format, pacing, tasks, skills)
Support Lunch for students that are missing work and students that are struggling in classes	Rob Porter	September 2015-June 2016	Daily release period for Rob Porter; systems for reporting, monitoring, and tracking students	Weekly	Number of students referred to support lunch should decrease (Tier 2). Identification of Tier 3 students. Tier 3 students are moved on to other interventions. Fewer sophomore failures in these classes than in past years.
Trojan Time for academic support and tutoring	Joe Keller Val Palumbo	September 2015- June 2016	Staff to supervise Tues and Thursday; stipend to pay for Trojan Time supervision	Weekly	Greater assignment completion leads to fewer failures at semester; students grow more responsible for doing their work to avoid Trojan Time; number of students being assigned to Thursday School for academic noncompliance will decrease over the course of the year

Formation of new student success team to identify and monitor at-risk students and create and implement Tier 2 and 3 interventions	Vanessa Lindgren Ron Ness	September 2015 – June 2016		Weekly SST meetings	Identification of Tier 2 and 3 students; creation of Tier 2 and 3 interventions for those students; evaluation and improvement of interventions; more at risk students experiencing academic success
Daily after school tutoring + ELL focused tutoring	Katy Baur Rob Porter Leo Bassi	September 2015 – June 2016	ELL Grant Stipend to pay for after school tutoring	Monthly at SST meetings	ELL and at-risk students build better study habits and have increased academic success
Utilizing a Check and Connect curriculum to monitor exited ELL Students	Ron Ness	October 2015 – June 2016	ELL Grant money to pay for a paraprofessional	Monthly	A trained individual will monitor exited ELL student progress in classes and will work with ELL department and individual teachers to implement interventions
Credit retrieval during the day and after school for seniors via Apex classes	Shane Nixon	September 2015 – June 2016	Additional APEX site licenses, funds to pay for after school usage	Monthly	Seniors who began the year credit-deficient make up enough credits to graduate on time
Building capacity in FHS counseling department	Vanessa Lindgren Ron Ness Lisa Hope John Sutich	August 2015 – June 2016	Training; release time to visit other schools and design systems	Monthly	By the end of the year, FHS counselors are leading building RTI efforts
Formation of PBIS Steering Committee	Ron Ness Vanessa Lindgren	August 2015- June 2016	Training in PBIS; funds to pay teachers for additional time	Monthly meetings	The PBIS steering committee will meet to determine strategies on the implementation of school wide PBIS strategies. This implementation will address both systems and training

Fife High School Strategic Goal #1 – Increase on-time graduation rate from 76.7% in 2015 to 90% for the class of 2016

Strategy #2 - Increase the rate of students passing the Math portion of the SBA from 25% to 50%

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Teachers in all departments implement weekly SBA preparatory tasks in junior classes	Department chair or other teacher leader from each department;	December 2015-May 2016	SBA training, CCSS training	Monthly	Student scores on ELA portion of the SBA, Student feedback following SBA shows students felt prepared for test (format, pacing, tasks, skills)
Weekly SBA preparatory tasks in all Algebra, Geometry, and Advanced Algebra classes	Mark Jones Jenn Burrus	October 2015-June 2016	Training for teachers. Release time, subs. Support from district ELA Coach	Monthly	Student scores on ELA portion of the SBA, Student feedback following SBAC shows students felt prepared for test (format, pacing, tasks, skills)
Support Lunch for students that are missing work and students that are struggling in classes	Rob Porter	September 2015-June 2016	Daily release period for Rob Porter; systems for reporting, monitoring, and tracking students	Weekly	Number of sophomores referred to support lunch should decrease (Tier 2). Identification of Tier 3 students. Tier 3 students are moved on to other interventions. Fewer sophomore failures in these classes than in past years.
Trojan Time for academic support and tutoring	Joe Keller Val Palumbo	September 2015- June 2016	Staff to supervise Tues and Thursday; stipend to pay for Trojan Time supervision;	Weekly	Greater assignment completion leads to fewer failures at semester; students grow more responsible for doing their work to avoid Trojan Time; number of students being assigned to Thursday School for academic noncompliance will decrease over the course of the year.
Formation of new student success team to identify and monitor at-risk students and create and implement Tier 2 and 3 interventions	Vanessa Lindgren Ron Ness	September 2015 – June 2016		Weekly SST meetings	Identification of Tier 2 and 3 students; creation of Tier 2 and 3 interventions for those students; evaluation and improvement of interventions; more at risk students experiencing academic success

Daily after school tutoring + ELL focused tutoring	Katy Baur Rob Porter Leo Bassi	September 2015 – June 2016	ELL Grant Stipend to pay for after school tutoring	Monthly at SST meetings	ELL and at-risk students build better study habits and have increased academic success
Utilizing a Check and Connect curriculum to monitor exited ELL Students	Ron Ness	October 2015 – June 2016	ELL Grant money to pay for a paraprofessional	Monthly	A trained individual will monitor exited ELL student progress in classes and will work with ELL department and individual teachers to implement interventions
Credit retrieval during the day and after school for seniors via Apex classes	Shane Nixon	September 2015 – June 2016	Additional APEX site licenses, funds to pay for after school support	Monthly	Seniors who began the year credit-deficient make up enough credits to graduate on time
Building capacity in FHS counseling department	Vanessa Lindgren Ron Ness Lisa Hope John Sutich	August 2015 – June 2016	Training; release time to visit other schools and design systems	Monthly	By the end of the year, FHS counselors are leading building RTI efforts
Formation of PBIS Steering Committee	Ron Ness Vanessa Lindgren	August 2015- June 2016	Training in PBIS; funds to pay teachers for additional time	Monthly meetings	The PBIS steering committee will meet to determine strategies on the implementation of school wide PBIS strategies. This implementation will address both systems and training

Fife High School Strategic Goal #1 – Increase on-time graduation rate from 76.7% in 2015 to 90% for the class of 2016

Strategy #3 - 95% of student eligible to take the Smarter Balanced Assessment in math and English/Language Arts will complete the test

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
All field trip dates must be cleared by building administration.	Department chair or other teacher leader from each department;	October 2015-May 2016	School Wide Calendar, Testing Schedule	Monthly	No conflicts between testing dates and school related activities
Testing schedules will be built to avoid any major conflicts.	Ron Ness Betsy Ritchie	October 2015-June 2016	Testing schedules	Monthly	No conflicts between testing dates and school related activities
Letters will be sent home to every sophomore and junior student announcing the testing schedule and importance of taking the tests.	Kelly Wood Ron Ness	October 2015-June 2016	Budget for mailings, paper and envelopes	Monthly	The letters will be written and distributed
Email and phone call reminders will be sent home prior to each test.	Joe Keller Val Palumbo	October 2015-June 2016	Electronic notification system (School Messenger)	Monthly	Reports indicating numbers of phone calls made, received, and messages left

Fife School District Strategic Goal #2- Transition Readiness

From kindergarten readiness to college and career readiness and all transitions in between, all staff in Fife Public Schools are accountable for the collaboration needed to transition students in and out of our K-12 system and for all transitions between schools in our system.

Fife High School Strategic Goal #2 - Increase the availability of rigorous courses by developing an AP

Calculus, AP Biology, AP Stats and AP Computer Science courses to be offered starting in the 2016-2017 school year.

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Develop aligned scope and sequence for math, science, and CTE departments from 7-12	Andrew Giddings Ladd Wolfe Mark Jones Jenn Burrus Marlyne Johnson	October 2015- May 2016	Release time, Additional pay for after school meetings	Quarterly	Completion of a curriculum map that aligns tasks and skills to prepare students for rigorous classes to be career and college ready
Identify student interest in additional AP classes	Lisa Hope Joh Sutich	February 2016- April 2016	Training in creating interest surveys, Software to create surveys	Quarterly	Creation of a list of students who are interested in enrolling in AP Calculus, AP Stats, and AP Computer Science for the 2016-2017 school year
Provide training for identified staff to develop and offer AP classes	Ron Ness Marlyne Johnson	May 2016- August 2016	Release time to create curriculum, Funds to send staff to AP training	Quarterly	Identify staff to teach AP classes. Send staff to local AP training. Staff create syllabi and scope and sequence for classes to be approved by College Board
Create master schedule that supports the implementation of additional AP classes	Ron Ness	April 2016 – June 2016	Additional FTE to support possible low class sizes	Monthly	Master schedule that has at least one section of AP Calculus, AP stats, and AP Computer Science

Fife High School Strategic Goal #3 – Develop and implement a sophomore transition program to be employed during the summer of 2016 for those incoming students who are behind in credit

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Develop curriculum designed to prepare incoming Sophomores for the transition to high school focusing on academic habits and awareness of school culture	Ron Ness Joe Keller Val Palumbo	October 2015- May 2016	Release time, Additional pay for after school meetings	Quarterly	Completion of a curriculum map that spells out aligned tasks and skills to prepare students for rigorous classes to be career and college ready
Identify staff to provide instruction during the program	Ron Ness	May 2016 – July 2016	Additional stipends or payment for teaching classes	Monthly	Identification of staff to provide the curriculum
Identification of students who meet the criteria to be invited to this program	Ron Ness Lisa Hope John Sutich	May 2016- August 2016	Time to identify students, Skyward and EWIS to identify students	Monthly	Creation of criteria to be met to be included in the transition program, List of students that meet criteria and have been invited to participate in the transition program

Fife School District Strategic Goal #3 - Parent, Family, Community Engagement

All staff in the Fife Public Schools engage with our parent, family and community partners to support collaboration between and among all stakeholder groups

Fife High School Strategic Goal #4 – Restructure Spring conferences to meet the needs of our struggling students and increase participation from parents.

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Create task force to explore the implementation and structure of spring conferences	Ron Ness	September 2015- May 2016	Additional time to meet after school, research and readings on effective conferencing	Monthly	Task force meets to determine the outcomes desired from conferences. Based upon those outcomes, the committee determines the structure and format of conferences, student, staff, and community involvement, and the day and times for spring conferences.
Create and use scheduling system to determine time for families and students to conference	Spring Conference Task Force	November 2015- May 2016	Additional time to meet after school software to create schedules	Monthly	Electronic scheduling system that allows families and students to schedule a student-led conference
Create format for spring conferences that provide prompts and structure for student-led conferences	Spring Conference Task Force	December 2015- May 2016	Additional time to meet after school, models of student-led conferences	Monthly	Script for the structure of student led conferences. The script will include roles for staff, student, and families with questions or areas to be addressed.
Create survey for staff, students, and families to complete to determine the effectiveness of spring conferences	Spring Conference Task Force	January 2016 – June 2016	Additional time to meet after school, software to create surveys	Monthly	Survey completed by students, staff, and families.

Fife School District Strategic Goal #4 – High Quality Work Force

Recruit and retain a high quality work force throughout Fife Public Schools

Fife High School Strategic Goal #5 – Utilize Late Start Mondays to implement a Professional Learning Community model to develop the capacity of Fife High School staff and enhance their skills and knowledge.

Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Provide professional development around the philosophy and structure of Professional Learning Communities (PLCs)	Ron Ness Joe Keller Val Palumbo	August 2015- June 2016	Time to provide professional development, Additional pay for time worked during August non-school days	Quarterly	Staff can identify the 3 main ideas of a Professional Learning Community and the 4 guiding questions of a Professional Learning Community
Monday Late Start work focused on the four questions of PLCs -What do we want students to know? -How will we know when students have mastered the material? -What will we do when students have mastered the material? -What will we do when students have not mastered the material?	Ron Ness Joe Keller Val Palumbo Department Chairs	September 2015 - June 2016	LSM time; Norms for PLC meetings, protocols for PLCs	Weekly	Teachers report using a variety of questioning strategies that are having a positive effect on student participation; teachers understand what student talk looks like and actively use protocols to create opportunities for meaningful student talk, teachers report a greater comfort level understanding and incorporating the CCSS into their regular lesson planning; all teachers are supporting and participating in RTI efforts, which can be documented through observation.
Monthly staff meeting focusing on providing professional development around best educational practices as they relate CEL 5D+	Ron Ness Joe Keller Val Palumbo	September 2015 - June 2015	CEL Rubrics and Smart Cards, examples of best practices	Monthly	Teachers understand the CEL 5D+ Framework and implement best educational practices in their classrooms.