



Snoqualmie Valley School District

School Improvement Plan

2007-2010

Mount Si High School

8651 Meadowbrook Way SE, Snoqualmie, WA 98065



Mission, Vision, Guiding Principles

Mount Si High School Mission Statement

The mission of Mount Si High School is to help students:

- **identify and realize their academic and personal potential**
- **respect individual differences;**
- **develop skills and motivation for life-long learning;**
- **and be knowledgeable, active and responsible citizens.**

Mount Si High School is committed to the Nine Characteristics of High Performing Schools.

Provided By OSPI,
Adapted from ESD 113 and
Modified by the SVSD



School Improvement Plan

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School Improvement Goal#1: Improve School-Wide Literacy

WRITING

100% percent of MSHS students will pass the writing section of the WASL by Spring of 2011 (graduating class of 2013). In addition to pass rate, percentage of students *exceeding standards* will increase annually. Furthermore, all students (grades 9-12) will be enrolled in a writing-focused Language Arts course each semester of their high school career. Writing scores on standardized tests (i.e. SAT, P-SAT, etc.) will also increase annually.

Strategies: Common instruction, assessment, and collaboration between all departments.

- Rationale:**
- MSHS Self-Study recommendations (i.e. students want consistency in academic rigor and content, develop comprehensive cohesive curriculum)
 - School Improvement Goals (3 Year Plan)
 - Past WASL results (2008 MSHS achieved a **95.3%** pass rate)
 - Extend writing achievement to entire student population.

READING

100% percent of MSHS students will pass the reading section of the WASL by Spring of 2011 (graduating class of 2013). In addition to pass rate, percentage of students *exceeding standards* will increase annually. Furthermore, reading scores on standardized tests (i.e. SAT, ACT, P-SAT, Gates McGintie Reading Inventory, etc.) will also increase annually.

Strategies: Common instruction, assessment, and collaboration between all departments.

- Rationale:**
- School Improvement Goals (3 Year Plan)
 - Past WASL results (2008 MSHS achieved a **88.6%** pass rate)
 - Extend reading achievement to entire student population

School Improvement Goal #1 Literacy (Writing)

Activities To Achieve this Goal	Professional Development	Timeline	Resources Available	Accountability	Monitoring Effectiveness
Twice each quarter, every teacher will require WASL-mode writing as a part of his/her regular curriculum.	Disseminate the state WASL-Writing Grading Rubric to all departments Some building directed days will be used to teach mode-descriptors, prompt-writing, scoring and evaluation of student work	Two building directed days devoted to writing common department prompts. Jane Schaffer reps will continue to help us with this task	Existing: Rubric already created Time directed by building admin.	<u>Each department</u> will submit common prompts for the staff to see. <u>Admin/LIT:</u> schedule building directed time. <u>Admin:</u> Observations will use writing instruction for staff evaluation.	Evaluate subsequent scoring results Identifying at risk students and providing additional remediation resources, and instruction in reading strategies Evaluate official WASL reading scores





School Improvement Goal #1: Literacy (Writing Continued)

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Accountability	Monitoring Effectiveness
Implementation of Structured Writing Program in every classroom at MSHS	Initiate plan to bring experienced teachers up-to-date and develop an ongoing plans to train new teachers in model	1-3 Building Days every year thereafter (see above)	Already implemented Building Directed Early Release Days All training to be provided in-house LA dept-led workshops to assist other departmental prompts	Building admin approval	Achieve 100% passing WASL writing scores. Monitor SAT writing scores by reviewing annual summary statistics
Practice WASL Writing tests for Freshmen and Sophomores	The scoring teams will be across the curriculum with LA members sharing the essays with other content area teachers. Training will be "on-the-job"	Ongoing. Fall and Spring tests for freshmen. Fall tests for Sophomores	District (Don McConkey) has committed to funding the process already. No additional funding is needed. Funding involves paying for substitutes, paying for test prep and report generating	Student reports will be prepared for students and parents. Summary reports will be provided for LIT and admin	Tracking individual student progress Higher numbers of students passing the WASL and other writing assessments
Vertical alignment of English department writing curriculum from middle school to high school levels Establish remediation plan based on most recent WASL results Circulate Writing Program User Guide	Vertical team meetings focused on writing curriculum alignment and development of remediation plan	Ongoing implementation of remediation plan (including summer school and/or Collection of Evidence) for students who did not pass the writing WASL as Sophomores Continuation and revision as necessary of remediation plan	Existing: District Directed Days for vertical team meetings Master and Summer Schedule to accommodate for remedial classes State funding for summer remediation program and staff training Literacy TOSA to work with vertical alignment of writing curriculum	Building and District administrators English department chairs, teachers, TOSA, and cohort leaders at middle and high school for vertical team meetings Remediation teachers Counseling Staff for appropriate placement based on WASL results	Evaluation of remediation effectiveness and subsequent years WASL + additional writing assessment results 9 th and 10 th grade practice WASL results Accountability for student placement during scheduling Collection of Evidence of scores



School Improvement Goal #1: Literacy (Writing Continued)

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Accountability	Monitoring Effectiveness
Improve the percentage of students who get passing scores in Writing Conventions	Language Arts teachers devise plan for purposeful teaching and/or review of writing conventions including spelling strategies, punctuation, grammar, and capitalization. School wide policy and training on Mount Si's "No Excuses" Conventions	Additional instruction in 2 nd quarter of school year based on perceived weaknesses in Sophomore practice WASL	Information data base from fall practice WASL. Make data based decisions on teaching strategies. Mount Si "No Excuses" Conventions posters in every classroom	Language Arts teachers. Entire instructional staff.	Practice WASL Convention Scores WASL Conventions Scores Monitoring of "No Excuses" conventions in all departmental writing assignments
Close the gender gap between girls and boys who pass the writing WASL	Devise writing prompts across the curriculum that will better engage boys and ways for them to find success.	Begin with departmental prompt-writing activities as described above.	Gather data from WASL scores that show the disparity between boys and girls.	Entire instructional staff.	WASL + additional writing assessment results will show an ongoing closing of the gender gap
Reducing writing class size to 24	Not applicable	Each year and/or semester.	I-728 Funds Classroom space Staffing	Personnel Board approval for allocation of FTE funds Building level Administration for hiring	Increase in WASL + additional writing assessment scores as stated by goal Increase in WASL practice scores
Encourage Sophomores in 2008-2009 to take P-SAT as Juniors in which the test will be mandatory in 2009-2010	Staff training on the scoring rubrics and specifics of the test	Begin 2009-2010 school year	District funding for test registration Counseling department/administration to arrange test schedule Explore LIT funding vs. District Funding	Building and District Administration Counseling Department	Annual results Percentage of students taking the test

Procedures for evaluating success in reaching this goal: *What summative evidence will be used to show this activity has made a difference in student outcomes?*

- Enhanced collegiality and increased school wide staff commitment to writing goals
- Students can articulate and effectively implement MSHS writing process

How will you know these interventions are working?

- More timely communication between teacher and student to further writing process improvement goals
- Staff and student survey results
- **WASL** results.





School Improvement Goal #1: Literacy (Reading)

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Accountability	Monitoring Effectiveness
All students will undergo at least one formal practice Reading WASL assessment before the actual test (sophomore year)	Inter-departmental members will be trained on score WASL reading assessment and will participate in the scoring conference	Pilot program will begin 07-08 Tests will be administered annually during the first semester (sophomore year)	District funding for scoring conferences, training, and materials, and organizing OSPI official practice assessment (free minus printing cost)	Score reports will be prepared for students and parents Summary reports will be provided to administration and the LIT	Evaluate subsequent scoring results Identifying at-risk students and providing additional remediation, resources, and instruction in reading strategies Evaluate official WASL reading scores
Encourage sustained silent reading across the curriculum	Additional and specific training on fostering student reading appreciation	Begin exploring programs and approaches 07-08 Implementation 08-09	District funding for development of program District funding for program's future needs District support for reading specialist, librarians, and literacy TOSAs	Building and district administration	Pre/Post reading surveys
Develop a cross-curricular reading skills program	All staff training on reading strategies and how to incorporate reading skills into various subjects and curriculum grades 9-12	Begin exploring programs and approaches 07-08 Implementation 08-09	District funding for development of program District funding for program's future needs District support of reading specialists, and literacy TOSAs	<u>Each department</u> will submit common reading strategies and practices for the staff to see <u>Admin/LIT</u> : schedule building directed time <u>Admin</u> : Observations will use reading instruction for staff evaluation	Achieve 100% passing WASL reading scores. Monitor SAT, ACT, P-SAT, Gates McGintie Reading Inventory, etc. reading scores

Procedures for evaluating success in reaching this goal: *What summative evidence will be used to show this activity has made a difference in student outcomes?*

- Enhanced collegiality and increased school wide staff commitment to reading goals
- Students articulate and effectively implement effective reading strategies in all content areas

How will you know these interventions are working?

- Staff and student survey results
- **WASL** + additional testing results.





School Improvement Goal #2: Increase Mathematics Comprehension and Fluency

- Increase the percentage of students who passed the 10th grade Math WASL from 58.7% in the 2006 – 2007 school year to 80% in the 2010 – 2011 school year (or achieved the Certificate of Academic Achievement to the 80% level by 2011).
- Increase proficiency in lower level math classes
- Increase enrollment in upper level math courses

Strategies:

- Aligning curriculum and common assessments with new state standards
- Developing new lower level course for 9th grade students below grade level
- Reinvigorating existing additional upper level math course(s)
- Using a variety of multi-level assessment scores in making data-driven student placement decisions
- Using intra and inter-departmental communication and staff resources

Rationale:

- Past Math WASL results show need for improvement
- Demonstrated need to enhance math comprehension of all students for success in college, career and beyond

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
Develop a plan for “Math Across the Curriculum” to assist all departments in intentionally integrating math concepts into their existing lesson plans.	New: Meet with other departments (one dept. at a time) to identify lessons which can incorporate mathematics.	Ongoing and New: Fall 2007 - Research best practices in other districts. Spring 2008 – Create and finalize plan Fall 2008 – Implementation	New: Release and/or compensated time	Math Department and interested cross-curricular teachers for development. All staff for integration	Admin sees evidence during classroom observations of staff integration of mathematical concepts



School Improvement Goal #2: Continued

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
Identify proper mathematics placements for incoming freshmen	New: Advanced Excel Spreadsheet training to accurately maintain database (see Resources and Monitoring Effectiveness)	Ongoing – Continue providing Accelerated Math assessments to middle school math department to be given in 2 nd trimester of students' 8 th grade year	Existing: Accelerated Math testing database Existing: Master Excel Spreadsheet which compiles 8 th grade A.M. results, 7 th grade Math WASL scores, 8 th grade math grades and 8 th grade math teacher's recommendations to generate an Index Score which is translated into a placement recommendation New: Release day(s) and/or compensated time for preparing/distributing A.M. materials; compiling and reviewing results and generating Index Score New: Online Accelerated Math access	High School Math Department Chair to prepare materials Middle School Math Teachers to give assessment High School Counselors to follow placement recommendations	Utilize Excel spreadsheet of combined data (see Resources) to correlate with 1 st semester 9 th grade math grades to determine if Index Score and placement are accurate
Develop a year-long Basic Algebra/Geometry course for students who enter 9 th grade below grade level	New: Analyze new state math standards for scope and sequence alignment	Ongoing and New: December 2007 – Present new class proposal to Management Team Spring 2008 – Course development Fall 2008 – Implementation	Existing: Textbooks, Math department instructional skills and pedagogy Existing: Collaborative work time on Building and Teacher Directed Days Existing: Input from 6 th – 8 th grade math teachers on District Directed Days New: State Math standards (Released from OSPI December 2008-2009) New: Release day(s) and/or compensation for course development	Math Department Chair and department member(s)	Increase % of students passing Basic Alg./Geom. course as compared to previous passing rates in Pre-Algebra Increase % of students subsequently passing Algebra who previously passed Basic Alg./Geometry Use existing Excel spreadsheet (see above) to compare placement index score to 1 st and 2 nd semester math grades
Offer after-school tutoring Mon-Thurs	No additional skills or training needed	Ongoing	Existing: Compensated Time	Math Department All MSHS staff to help advertise	Increase the % of students passing all math courses, especially Algebra and Geometry



School Improvement Goal #2: Continued

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
Align all high school Math curricula and assessments with new state math standards to increase horizontal and vertical instructional consistency between all math courses	New: Analyze new state math standards for scope and sequence alignment	New: Spring 2008 – Complete standards-based curriculum maps Fall 2008 – Implement modified curricula	Existing: Collaborative work time on Teacher Directed and Building Directed Days New: Release day(s) and/or compensated time for alignment New: State Math Standards Released from OSPI December 2008-2009)	Math Department	Increase % of students passing all math classes Math Department Members to follow aligned curricula and assessments Administrators to observe evidence of aligned curricula, assessment and instructional practices during observations
Vertical alignment of Math department curriculum from middle school to high school levels	No additional skills or training needed	Ongoing: Continue meeting on District Directed Days with ongoing implementation in individual classrooms	Existing: Cohort Meetings on District Direct Days	District and Building Administrators to continue providing cohort meeting time Cohort leaders, math teachers, TOSA	Compare Middle Schools Algebra success vs. algebra success from Mount Si
Provide WASL-like common assessment (known as Freshman Test Prep) to prepare all freshman students for 10 th grade Math WASL Encourage Freshman Honors Geometry students and teacher recommended Algebra students to take actual Math WASL	No additional skills or training needed	Existing: Continue giving assessment in April during sophomore Math WASL testing window New: Fall 2008 Make communication with parents about optional Math WASL opportunity December 2008 – January 2009 test registration window	Existing: Accelerated Math database to generate multiple choice assessment questions Existing: Incorporate Math practice prompts released from OSPI available on website New: Release day for scoring conference Existing: Use scores provided by the state for freshman who opted to take Math WASL as a 9 th grader	Math Department Freshman Test Proctors Parents to register students during December – January window	New: Correlate and include results into Master Excel spreadsheet



School Improvement Goal #2: Continued

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
Increase enrollment in upper level math courses, encouraging all college bound students to take math every year. New: Add additional upper level math section to master schedule (e.g.: AP Stats) as necessary to fulfill enrollment demands	New: AP Institute for AP Stats Teachers	Ongoing: Encouragement and generating student interest Fall 2008 – Enroll 20 or more students in AP Stats, or equivalent upper level course	New: DCRC Textbook adoption process New: Estimated \$2500 for textbooks and supplemental instructional materials	Math department	Compare enrollment in upper level math courses as compared to previous years
All Mount Si math courses are taught only by math-certificated teachers.	State certification already complete Teachers certificated after August 2001 must pursue Professional Certification process	N/A	Existing: 9.6 FTE (estimated)	Administration	Maintain status through growth in math department staffing

Procedures for evaluating success in reaching this goal:

- Monitor student achievement
- Monitor integration of Math across the curriculum
- Analyze assessment data

How will you know these interventions are working?

- Increased student achievement
- Increased enrollment in higher level math classes
- Increased integration of Math across the curriculum





School Improvement Goal #3: Improve and encourage staff trust, collaboration and clear and shared focus.

To continue to improve upon and encourage certified staff support and collaboration increase to 60% as reported on the EES Survey 2009.

Strategy: Through a series of collaborative activities and strategies, we will work to develop more collaborative cohort meetings and staff activities. We will implement a plan utilizing a Building Directed Day for the administration the EES Survey to our staff with at least a 92% rate of completion and return.

Rationale: Students will benefit from increased commitments to school’s common purpose and staff’s collective responsibility for their success. Student achievement and academic success will increase when we are committed to long-range continuous improvement. In order for us to move forward as a school community our staff must be willing to work at changing our school for the better.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
All Staff Retreat at Camp Waskowitz	Creating a Collaborative Culture—Communication Styles	Aug. 2007	WEA Trainer--Kevin	LIT Admin SEA	Conference evaluations. Closing posters and debrief
Encourage participation in the Star Protocol training and Staff Observations.	Attending Workshops and In-service Trainings. Peer Teacher Observations.	During the school year, utilizing Building Directed Days, conference days and professional development release time.	TOSA's District Office Sub coverage if needed	Admin Teachers LIT TOSA's	Number of staff trained in STAR Protocol and those doing classroom observations
Share teaching and learning strategies and techniques during focus group—varied focus--departmental/interdepartmental meetings. Team Building activities—celebrations, Interdepartmental Progressive Dinner.	BDD Meetings. Special workshops and in-service activities/presentations. SharePoint in-service, curriculum alignment, Common assessments and practices.	BDD throughout the 2007 – 2008 school year.	Meeting times on Building Directed Days	Staff Specialists Department Heads LIT Workshop Coordinators	Departmental feedback on student achievement. Come to consensus on what all students should know, how we will be able to know that they've learned and what do we do when we find out that our students have not learned. Group Process Evaluations



School Improvement Goal #3: Continued

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
Interdepartmental curriculum meetings, i.e., Activities to promote the teaching of writing, reading and math across the curriculum	Structured Writing Program Cross-content focus group meetings Teaching math, reading, writing across the content areas presentations	Sept. 07--ongoing	Release time for teacher observations Staff presentations Expert led presentations on strategies for teaching across content areas	Admin Team/Specialists/DO/LIT	Workshop evaluations from teachers Frequency of collaborative group meetings to discuss increasing student achievement Classroom observations/evaluations

Procedures for evaluating success in reaching this goal:

We will evaluate success in reaching this goal through the following instruments and strategies:

- The EES Survey for 2007, 2008, 2009
- Informal surveys
- Verbal feedback and evaluation forms following professional development
- Student scores formal evaluations/WASL
- Student achievement

How will you know these interventions are working?

- Increased student achievement
- More positive responses concerning the collaborative, trusting and focused community of educators at MSHS
- A culture of “readiness to benefit” from educational reform as measured in the EES Survey
- A “student centered” environment where instruction and learning are paramount



School Improvement Goal #4: Continued

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
-Increase teacher and staff use of Sharepoint; - post syllabi - post current homework/ project/test dates -encourage student use of sharepoint sites	Provide training as needed in and areas of needs to be identified by staff.	Training offered on LID day on 10/12/2007 ongoing	Utilizes existing resources to provide Sharepoint training as needed	TBD	Identify percentage of teachers using Sharepoint sites as of November 2008; Increase that by 50% by June 2008 Identify percentage of teachers using Sharepoint sites to post current homework, calendar, projects, as of November 2008; Increase that by 50% by June 2008 EES Survey
Improve accuracy and timeliness of online grades -Reduce the occurrence of out of date or untimely progress reports -Publicize dates that online grades are to be current -Provide surveys and online comment forms to monitor parent perception of accuracy and timeliness of online grades		Immediately	TBD	All teachers	Surveys will be used to determine improvement: Survey Parent Advisory Group Survey students EES Survey results Consider online survey. Goal is to reduce the incidence of late or inaccurate online grade reporting from November 2007 to June 2008 by 50%



School Improvement Goal #4: Continued

Activities to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
<p>Increase parent/teacher collaboration:</p> <ul style="list-style-type: none"> -Consider adding two evenings for parent/teacher conferences in Spring 2009 -Encourage higher attendance at Parent Visitation Day by improving communication with parents and students about the purpose of the Day <p>Widely communicate Parent Advisory Group purpose, meetings, and agenda.</p> <ul style="list-style-type: none"> -Utilize parents on committees related to school improvement 		<p>In December 2007, begin process of changing 2008-2009 school calendar to include Spring Parent/Teacher conference time.</p>	<p>Funding may be needed to provide for teacher pay for Spring 2008 evening conferences.</p>	<p>TBD</p>	<p>Ensuring spring parent/teacher conferences are on calendar for 2008/2009 school year</p> <p>Compare attendance from January 2007 and January 2008; increase by 75%</p> <p>Track information about parent involvement on committees and projects</p> <p>Track parent volunteerism through PTSA and PAG</p> <p>Survey other areas in school in which parents volunteer such as Booster Cubs</p>
<p>Update website to include school improvement plan and accomplishments</p> <p>Update website to include planned early release staff activities</p> <p>Publicize student and school accomplishments on website and in newsletters; ensure information is current and timely.</p>		<p>Begin immediately</p>			<p>Assess website to monitor compliance.</p> <p>Create website rubric</p> <ul style="list-style-type: none"> - Survey Parent Advisory Group twice a year - Encourage online suggestions for website improvement -EES Survey results





School Improvement Goal #4: Continued

Procedures for evaluating success in reaching this goal: *What summative evidence will be used to show this activity has made a difference in student outcomes?*

The EES Survey for 2007, 2008, 2009

Informal surveys

Verbal feedback and evaluation forms following professional development

Student scores formal evaluations/WASL

Student achievement

How will you know these interventions are working?

Increased student achievement

More positive responses concerning the collaborative, trusting and focused community of educators at MSHS

A culture of “readiness to benefit” from educational reform as measured in the EES Survey

A “student centered” environment where instruction and learning are paramount





School Improvement Goal #5: Improve Cultural Responsiveness

Increase civility, mutual regard and professionalism by demonstrating behavior, attitudes and practices which foster a safe, positive learning and work environment.

Strategy: Communicate effectively to families of all cultures/school demographics.

Rationale: Communication is a key factor in reaching out and responding to people of all cultures.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Employ interpreters for conferences to better involve non-English speaking parents.	N/A	Parent/teacher conferences – Fall 2010	Pursue grants for contracted interpreter(s). Use volunteers.	DART	Feedback from staff and parents.
Translate newsletters and website into Spanish.	N/A	Implement by September, 2010.	Tech resources, look into website option.	Tech. Dept., main office, DART.	Determine its viability
Cultural Awareness Activities Intercultural Celebrations	N/A	On-going	Staff Clubs Students Community	Staff, students.	Attendance and feedback
Offer Spanish instruction to staff	Basic Spanish course offered to staff.	School year 2010-11	To be determined		





School Improvement Goal #5: Continued

Strategy: Effective teaching strategies

Rationale: Instructional strategies should enhance cultural responsiveness, creating a classroom environment that is welcoming to learners of all cultures and conducive to social awareness.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Training: Cultural Competency in the classroom	Send a staff team to cultural competency training	Spring 2010 and Fall 2010	Cultural competency facilitation, for example: Reach Out	DART / staff volunteers	Create portfolio of cultural responsibility lessons for all classes.
Staff training on creating culturally responsive lesson plans.	Inservice and follow-up in which each staff member brings own example to forum.	- Introduce in Spring 2010 - Follow-up in Fall 2010.	- OSPI - DART - "Reach Out"	- DART - Admin.	- EES Survey - Student perception survey
Hear from students: Possibilities include: - Student forum - Lang Arts blog? - Lang Arts writing assignment?		2009 - gather student group 2010 - Spring: read data	- Students - Internet	- DART (organize) - Students (info) - Teachers (process)	Student perception survey data. See how this strategy has influenced teaching and learning.





School Improvement Goal #5: Continued

Strategy: We hold each other accountable for civility, mutual regard and professionalism.

Rationale: Civility, respect and professionalism are central to a safe learning environment.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Identify a common language for each term: civility, mutual regard, professionalism. Define terms and behaviors first as a rule and agreement, then begin to practice, ultimately to an orientation for the staff and then a source of power that positively affects the learning and work environment.	Presentation of the definitions as well as periodic (monthly) reminders. Review of behaviors. Periodic examples of identifiable behavior by staff. Possible staff training on a way to consider and be tolerant about differences of view and opinion.	By winter break 2009 (12/18/09).	DART	DART/Administration.	- Improvement in student and staff survey results in the Spring. - Anecdotal student and staff report.
Identify behaviors that demonstrate or contrast with each Research how other schools, districts have taken on alteration in the area of school climate and cultural responsiveness and bring back what seems fitting to MSHS		Initiated during 2009-2010 school year; ongoing			





School Improvement Goal #5: Continued

Strategy: Presentations and staff collaboration

Rationale: Improve the school environment for staff and students.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Presentations on staff role, involvement, agreements to create a culture of readiness to benefit. Steps will include compliance education on: -federal laws -state laws -district policy -school policy	Inservice, including Building Directed Days (BDD).	Initial presentation completed. Continue through school year.	-Time provided by administration – BDD. - WA State School Director’s Association (WSSDA) is an outside resource. - Educational Services District (ESD) is an outside resource.	DART	Assessment activity with staff to check for understanding.

Procedures for evaluating success in reaching this goal: Demonstrated by:

- A 30% shift of perception toward positive responses on our EES Cultural Responsiveness profile.
- 100% of staff identify themselves on the Cultural Responsiveness taxonomy.





V. School Improvement Budget
 (Tied to your School Improvement Plan)

Allocation: \$-0-

School Improvement BUDGET 2009-10						0100-27-2310-402-0300-0016
Date	Company	Items Purchased	Reference	Amount	Notes	Bal Remaining
Oct-09	Allocation for 2009-2010					-0-
	Staff Payroll	LIT Mtgs			est.	
	Staff Development				est.	
	Supplies/Materials				est.	-0-
TOTAL						\$0.00