



# Annual School Improvement Plan: LAP Secondary 2009-2010

**School:** Vancouver School of Arts and academics

**Date Submitted:** 11/6/2009

*Records of the annual approval of School Improvement Plans by the Vancouver School District Board of Directors are on file in the office of the Superintendent.*

Data displayed below is compiled by Vancouver Public Schools Research and Evaluation Services. All students enrolled at any time during the previous year are counted in these aggregates except those enrolled for fewer than five days or enrolled after May 25<sup>th</sup>.

**Complete requested information:**

576	Number of 6-8 or 9-12 Students	15.60%	of Free and Reduced Lunches
100.00%	of Students Continuously Enrolled	1.70%	of Students in Special Education (IEPs)
0.00%	Mobility	96.00%	Attendance Rate
0.00%	of Limited English Students		

<input type="checkbox"/>	LAP Secondary, Middle School	<input type="checkbox"/>	LAP Secondary, High School
		<input checked="" type="checkbox"/>	Arts and Academics

**Ethnicity:** 4.00% Asian    4.00% Black    5.00% Hispanic    2.00% Native American    85.00% White

## SHARED VISION

### *Excellence in Education*

**In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible, and compassionate citizen.**

## 1. COMPREHENSIVE NEEDS ASSESSMENT: SELF REVIEW

**a. Check those items below that your school team used to review and analyze new school-level data for your annual needs assessment.**

- Survey of parents, staff, and students (spring 2009) conducted by Center for Educational Effectiveness
- Parent input (School Improvement Planning meetings and LAP parent meeting)
- Teacher-led Observation Protocol (reporting observable instructional practices)
- School Data Notebooks
- Extended-day data (level of participation and subsequent individual WASL scores among participants)
- SIT data (spring 2009, fall 2009, and/or summary data) grades:  6-8     9-12
- 2008-09 WASL results (including grade-level scores, sub-group data, and strand analysis)
- WASL trend data (OSPI website)
- QRI data: fall, 2009                       QRI data: 2008-2009
- MAP: 9 grade levels                       Reading     Math
- Classroom/basal formative assessments
- Curriculum-based measures
- Other: Attendance Data, Credits Earned Data

- b. OSPI has encouraged schools to look for the presence of nine characteristics that are highly correlated to high performing schools, according to research. (See descriptions on separate page.) Indicate the status of your school on each item, as supported by surveys, accomplishments, and academic data, and identify a minimum of two that will be the focus of school improvement this year.

You are required to complete Comments for any area marked “Needs Improvement.”

	High Strength	Moderate Strength	Adequate Strength	Needs Improvement
<b>Clear and Shared Focus</b> Comment: Staff are united around mission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>High Standards and Expectations</b> Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Effective School Leadership</b> Comment:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>High Levels of Collaboration and Communication</b> Comment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Curriculum, Instruction and Assessment Aligned with Standards</b> Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Frequent Monitoring of Teaching and Learning</b> Comment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Focused Professional Development</b> Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Supportive Learning Environment</b> Comment:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>High Levels of Community and Parent Involvement</b> Comment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c. List specific input received from parents who were involved in the review of your current SIP.

The Parent Advisory Committee met on September 28 and October 26. Data was reviewed on September 28 using the strategy of a Data Carousel. Parents responded to their reactions to the data by putting comments on paper. Before meeting on October 26, the information was arranged using the Discussion Method Facilitation model. During the October 26 meeting, areas of interest which the parents wanted addressed were arranged by priority in each category. Those categories are: School Culture; Communication; Curriculum and Instruction; Teaching and Learning; Mission. The Plan: Culture: Implement effective strategies to teach younger students about the culture and celebrate success. Communication: There will be an on-going discussion regarding ways to be more effective throughout the school year. Curriculum and Instruction: Develop effective processes for intervening early; Address the academic needs of low and high achievers. Utilize the strengths of the PLC process and Powerful Teaching and Learning. Teaching and Learning: We need to monitor learning in a more timely manner. Address specific needs of students at all levels. Develop a strong partnership with parents in the development and implementation of a student learning plan.

- d. **List strategies to enhance home-school partnerships and improve student learning, with special emphasis on engaging the traditionally hardest-to-reach parents and families.**  
Newsletters, Advocacy, principal letters with specific intention, PAC, conferences, mailings, information nights, website

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## 2. PARENT COMMUNICATION, INVOLVEMENT, and SUPPORT

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**Date of Annual Parent Meeting: 10/26/09** (Keep copy of agenda, parent sign-in sheet on file at school.) Topics may include, but are not limited to: 1) LAP requirements, 2) State EALRs and GLEs, 3) student academic assessment results, 4) materials and training offered to help parents work with their children to improve their children's achievement, 5) suggestions on parents' rights to be involved and to provide suggestions to support their children's education, 6) coordination of parent involvement plans with other agencies as appropriate, and 7) school and district AYP status.

**The Student Learning Plan requirements of LAP are embedded in the district's Accelerated Student Learning Plans (Middle School, High School) and Roadmaps to Success (6<sup>th</sup> – 10<sup>th</sup> grades), which establish academic goals, and identify strategies and accommodations to help the student meet his/her grade level goals.**

The documents are mutually developed by advisory leader, subject area teacher(s), parent, and student, and shared during student-led conferences. **Any interventions the student is receiving should be marked. Progress should be monitored to determine Response to Intervention.** (Once completed and signed, a copy of the Plan is sent home with the parents (on the day of the conference) and the original is retained in the student's cum file.)

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## 3. INSTRUCTIONAL PROGRAM IMPLEMENTATION and REFORM STRATEGIES

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- a. **Explain how the school will organize and deliver core and supplemental curriculum, instructional strategies and effective methods, that utilize scientifically-based research, using a Response to Intervention model, to improve academic achievement for all students in the school, with an emphasis on low achieving students, students from diverse cultures, and historically underserved populations.**

All students have opportunities to achieve at their instructional level in a four-tiered literacy system of instruction and intervention that coordinates with the Washington State system (Vancouver includes an advanced level). Comprehensive assessment occurs through district-mandated and program assessments, including QRI, WASL, WLPT, MAP for Reading; and classroom unit tests, basic facts screening, problem solving tasks, and MAP for Math. Data is collected, shared, and discussed in vertical teams in the spring of each year when forecasting is done. This process helps identify students that need additional effective and timely assistance. This assistance may be in specific elements of the reading process: phonics, fluency, vocabulary, and comprehension, or the math process: concept development, basic facts, vocabulary, problem solving and application (LAP or Special Ed). Core instruction follows a delivery model of 1/3 whole group, 1/3 small groups (flexible groupings), and 1/3 individual practice. Small groups provide the opportunity to have differentiated lessons and intentional skills teaching. Students are continuously progress monitored, with individual adjustments made to pacing, practices, and groupings as needed. Curriculum and strategies are selected from district-approved options that utilize scientifically-based research to meet students' needs.

### MIDDLE SCHOOL, GRADES 6-8

- b. **Check district programs you use for Core reading instruction, grades 6-8, 180 days:**

- Language of Literature (McDougal Littell)
- Literature Studies using District-adopted curriculum and approved trade books
- Other: Journals, student portfolios, teacher-student conferences

**c. Check district programs/strategies you use for supplemental intervention for students reading below benchmark level on WASL or district assessments, grades 6-8:**

- System 44/Read 180
- Earobics with Classroom Connections
- Soar to Success/Reciprocal Reading Strategies
- Reading Apprenticeship
- Read Naturally
- Jamestown Readers
- REWARDS
- ReadAbout
- Other: Journals, student portfolios, teacher-student conferences

**d. Check district programs you use for Core math instruction, grades 6-8, 180 days:**

- VPS Math Guide
- Middle School Math
- Bridge to Algebra
- SIMMS
- Problem Solving Math Tasks
- Connected Math Project
- Other:

**e. Check programs/approaches you use for supplemental math intervention for students below benchmark level on WASL or district assessments, grades 6-8:**

- Accelerated Math
- Transitional Math
- Math Lab
- Origo Activities
- Manipulatives
- WASL Practice or Released Items
- Other: After-School Tutorials

**f. Check district programs/approaches you use for Core writing instruction, grades 6-8:**

- Step Up to Writing
- Writer's Craft
- Language of Literature
- Six Trait Writing
- VPS Secondary Writing Framework
- WASL Instructional Guides and Anchor Set Annotations
- Other: Anchor Paper; I-Search Paper

**g. Check programs/approaches you use to assist students that are below benchmark level on WASL or district assessments in writing, grades 6-8:**

- Step Up to Writing
- System 44/ Read 180
- GLAD Strategies
- WASL Practice and Anchor Set Annotations
- WASL Writing Checklist
- Journals
- Other: After-School Tutorials

**HIGH SCHOOL, GRADES 9-12**

**h. Check district courses you use for Core reading instruction, grades 9-12, 180 days:**

- AP English with approved supplemental trade books and reciprocal reading across genre
- Pre-AP English with approved supplemental trade books and reading strategies
- Freshman English with approved supplemental trade books and reading strategies
- Sophomore English with approved supplemental trade books and reading strategies
- Junior English with approved supplemental trade books and reading strategies
- Senior English with approved supplemental trade books and reading strategies
- Other:

**i. Check district programs/strategies you use for supplemental intervention for students reading below benchmark level on WASL or district assessments, grades 9-12:**

- Academic Literacy Block
- WASL Released and Practice Items with Rubric

- System 44/Read 180
- Other:
- Extended Day Opportunity

**j. Check district programs/approaches you use for Core math instruction, grades 9-12, 180 days:**

- VPS Math Guide
- Bridge to Algebra
- Other:
- SIMMS
- Problem Solving Math Tasks

**k. Check district programs/courses/approaches you use for supplemental math intervention for students below benchmark level on WASL or district assessments, grades 9-12:**

- Applied Math
- Segmented Math
- WASL Practice or Released Items
- Extended Day Opportunity
- Money and Math
- Foundations
- AGS
- Other: Money and Math online
- SIMMS
- College Prep Math
- Math Lab

**l. Check district programs/approaches you use for Core writing instruction, grades 9-12:**

- Writer's Craft
- Six Trait Writing
- WASL Instructional Guides and Anchor Set Annotations
- Other:
- Writer's Inc.
- VPS Secondary Writing Framework

**m. Check programs/approaches you use to assist students that are below benchmark level on WASL or district assessments in writing, grades 9-12:**

- Step Up to Writing
- WASL Practice and Anchor Set Annotations
- Other:
- Writing Modules
- GLAD Strategies
- WASL Writing Checklist

**n. Describe the groups of students that receive supplemental intervention in your school, especially regarding underachieving students. (Review *sample below* and revise entries as appropriate to your school.)**

Student Group Receiving Supplemental Interventions	Who Delivers Instruction	Where Instruction is Delivered	Average Amount of Time
SpEd	SpEd teachers	Instruction delivered through an inclusion model	As defined by IEP
Level 1 and 2 Reading Students	Basic Ed, SPED Teacher	Regular Ed classroom	100 minutes every other day
Level 1 and 2 Math Students	Basic Ed, SPED Teacher	Regular Ed classroom	100 minutes every other day

**o. Check reform strategies that you use in your school's instructional program to provide opportunities for all children to meet the state's proficient and advanced levels of achievement.**

- Have measureable goals and benchmarks, aligned with state goals, EALRs, GLEs, standards

- Align curriculum and instruction with goals, EALRs, GLEs, standards, performance expectations
- Assess students' needs in relationship to common standards and goals
- Diagnose strengths and weaknesses and use these to design specific instructional plans to improve student learning
- Use effective methods and instructional strategies, based upon scientifically-based research, to strengthen core \_ program
- Use effective methods and instructional strategies, based on scientifically-based research, to improve academic achievement of underachieving students in intervention programs
- Implement all district curriculums with fidelity to ensure maximum efficacy and equitability
- Emphasize differentiation of instruction to meet needs of individual students
- Increase the amount and quality of learning time
- Assess, analyze, and use ongoing data to monitor progress, change delivery of instruction, evaluate success
- Assure that instruction is delivered by highly-qualified teachers and paraeducators
- Implement Response to Intervention model for problem solving
- Other:

**p. Check any additional, specific methods and models that your school uses to provide for ongoing, continuous improvement for all students, with particular emphasis on underachieving students:**

- Regular assessment and program monitoring
- Regular communication of progress
- Literacy Coach/Specialist
- Math Coach
- Additional periods of content area intervention
- GLAD strategies
- WASL Extended Day Class
- Summer Literacy and Math Academy
- Credit Recovery classes
- Regular grade level/department data analysis and planning meetings
- Professional Learning Communities
- Other:

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#### 4. PROFESSIONAL DEVELOPMENT AND HIGHLY QUALIFIED STAFF

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**Professional development within Vancouver Public Schools is district-wide and school-based. The district offers ongoing core and supplemental program training opportunities to develop common knowledge and skills. A school-based Literacy Specialist provides instruction and modeling for literacy and assessment areas. A school-based Math Coach promotes knowledge and modeling for math areas.**

**Ongoing school level professional development activities relate to the school's established priority areas that need improvement. (It may also include opportunities for parents and paraprofessionals.) Indicate the type of professional development activities your building will use to accomplish your School Improvement Goals/Learning Targets (Action Plans).**

- | Setting   | Content   |
|---|---|
| <input checked="" type="checkbox"/> Faculty meeting                   | <input checked="" type="checkbox"/> Research-based literacy strategies; e.g., 5 elements of literacy        |
| <input checked="" type="checkbox"/> Professional Learning Communities | <input checked="" type="checkbox"/> Research-based math strategies; e.g., manipulatives, problem solving    |
| <input checked="" type="checkbox"/> Book studies                      | <input checked="" type="checkbox"/> Research-based writing strategies; e.g., six trait, accordion paragraph |
| <input checked="" type="checkbox"/> PTL observation sharing           | <input checked="" type="checkbox"/> Specific programs; e.g., <i>Writer's Craft</i> , <i>Segmented Math</i>  |
| <input checked="" type="checkbox"/> Team meetings                     | <input checked="" type="checkbox"/> Data analysis   |
| <input type="checkbox"/> Delayed start meetings                       | <input checked="" type="checkbox"/> Technology as a tool for learning                                       |
| <input checked="" type="checkbox"/> Summer Institutes                 | <input checked="" type="checkbox"/> Response to Intervention  |
| <input checked="" type="checkbox"/> Coach Observation/Model           | <input type="checkbox"/> Poverty or sub-group workshops   |
| <input checked="" type="checkbox"/> Department meetings               | <input checked="" type="checkbox"/> Authentic Student Engagement  |
| <input type="checkbox"/> Other:                                       | <input type="checkbox"/> Positive Behavior Intervention Support   |
|   | <input type="checkbox"/> Other:   |

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## 2009-2010 SCHOOL IMPROVEMENT ACTION PLANS

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Complete and attach the reading, writing, mathematics, and technology 2009-2010 school action plans by November 9, 2009. These plans are located in separate word documents.

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### LAP SCHOOLS ONLY

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- A. Explain how your school will document the use of your LAP funds.** *Note: participating students are underachieving students in grades K-twelve (12) who score below standard (levels 1 and 2) for their grade level on the statewide assessments and who are identified in the approved plan to receive services.*

Expenditures from our LAP funds will be documented through our budget and LAP process. The majority of our LAP funds are used for staffing extended learning opportunities and tutoring support for our most struggling students. This staffing includes a literacy specialist who provides instruction and supervises the activities of any paraeducators who provide additional support. LAP-qualified students have been determined, through WASL, MAP, and district assessments, to be those students in greatest need of assistance to reach proficiency in reading or math. 2% of our budget is used for multiple outreach activities for the parents of participating students, including a parent liaison. Agendas, attendance sheets, invitations or notifications, are kept as evidence of parent involvement activities. Some professional development opportunities are utilized to improve teachers' skills in teaching reading and/or math to underachieving students. Program results will be studied through grade-level teams, department meetings, and SIP planning and evaluation. N/A

- B. Briefly describe the process for identifying and selecting eligible LAP students. Include student assessments that are utilized to identify and select the most-in-need underachieving students (this requires a rank order listing of students in program).**

Vancouver Public Schools has a comprehensive assessment system in place, which includes QRI, WLPT, WASL, MAP and an array of core and supplemental intervention program assessments. WASL scores are reviewed to designate Level 1 and Level 2 students. This data, plus other district assessments are used by administrators, teachers, and counselors to create a rank order list to identify the students in need of extra support. This process allows teachers an opportunity to target specific instructional needs and to identify those intensive students entitled to receive additional LAP services. Strategic students (Level 2) are given assistance, as space and staffing are available. The teachers and specialists use the collected data to determine how to best meet the instructional needs of the student(s) and to determine the groupings of students, the duration of groupings, and the materials/programs employed to deliver instruction. Throughout the year, each team participates in analyzing students' assessment data and reviewing the instructional decisions for these students. Team and department meetings also give teachers the time to work on placements, adjustments, and strategies. N/A

- C. Describe how your school delivers services to those students most-in-need of services and how those students enter and exit LAP services, including how LAP letters of entrance and exit from program services are distributed to parents. (A sample letter may be provided by the Title I/LAP office.)**

Based on the rank order list of the neediest students, parent notification letters are sent home. A copy of this letter is also put in the students' cumulative file. Parents declining services must sign a declination letter. This letter is placed in the student's cum file. Most students in need of intensive instruction will be given supplemental instruction outside their core literacy/math basic education classes. A LAP Advocate may meet individually with students to monitor student progress. Cohort groups are identified by specific needs to design specific services for moving students forward. LAP students will be continually monitored, assessed, and reviewed by a Learning Intervention Team throughout the year and are exited based on Benchmark or higher data collected from QRI, MAP scores, and/or English/Math grades of B or higher. Exit notification letters will be sent to parents and placed in the student's cumulative file. Students failing to meet adequate progress will have one of the following things altered in their current intensive instruction model: group size, curriculum, duration, or intensity of intervention. Additional intervention services may be offered. N/A

- D. Describe how your LAP program coordinates with the regular education program.**

The LAP program is supplemental to the core instruction. The LAP teacher may plan corresponding units that mirror Basic Ed skills and concepts taught in the regular curriculum or students may receive extra support in learning the regular English curriculum. The LAP intervention follows a consistent process of additional instructional time for small groups and uses supplemental, research-based programs and strategies, focused on targeting deficit areas. Communication is a priority between classroom teacher and specialist. The teacher will share with parents at conference time the Student Roadmap/Accelerated Student Learning Plan that will include student achievement goals; LAP interventions; roles of the student, parent and teachers; communication procedures; and plan reviews and adjustments. As students exit program, the school tries to create a seamless integration of the student back into the regular education program. LAP dollars are also used to support district math coaches that provide teacher instruction, modeling and coaching, and analysis of results to improve the knowledge of regular education teachers so they might better teach and reach underachieving students in math. N/A

**E. Describe how your LAP program provides supplemental (i.e., additional) services to students beyond those services that are normally available to all general education students.**

All students are entitled to the regular education offerings of core reading and core mathematics instruction. LAP service will be additional assistance given as an elective to those students that have qualified on state and district assessments as intensive or strategic learners in these subject areas. Students have opportunities for additional help both before and after school. Some specialized help is given for WASL prep and Senior Project help.

**LAP SCHOOL IMPROVEMENT PLAN**

**PRINCIPAL CERTIFICATION**

**2009-2010**

My signature certifies this is a true and accurate description of my school's data, serves as an annual review of our SIP, certifies parent involvement and that a majority of staff has been provided the opportunity for input, and that written modifications have been included in my school's 2009-2010 SIP Narrative and Action Plans.

Signature: \_\_\_\_\_ Date: 11/06/09

School: Vancouver School of Arts and Academics

*Attach to this certification form hard copies of your LAP annual parent meeting agenda and parent signature sign-in sheet and turn in to the Chief of Secondary Education no later **than November 9, 2009.***

*Copies of your annual parent meeting agenda, parent signature list and this certification form should also be kept in your school office file.*



**Vancouver School of Arts and Academics School**  
**TECHNOLOGY 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

**School Improvement SMART Goal:** Academic Teams, specifically Math and English, will use the online Secondary Learner Profile to ensure accurate placement in those academic classes

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative Leadership Team

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
Teachers	Set up model technology classroom for best practice and demonstration	Utilize existing resources to completely resource a classroom. Trained teachers will demonstrate effective use of technology and experiment with how to maximize the impact on student learning through the technology tools. Demonstration lessons will be held with invitations out to other teachers.	Teachers need classroom context to learn how to best implement the use of technology	Feedback will be collected from teachers who observe the demonstration lessons. Feedback will take the form of what did you learn and what can you apply to your teaching.
ALL	Utilize Learner Profile to make accurate placements and identify students in need of intervention.	Review data with teachers/counselor and administrator and dialogue about best scenario for each student of concern	Early and appropriate intervention and correct placement is critical to student learning success	Forecasting reports document appropriate placement at the end of the forecasting cycle.
Admin Teachers	Utilize MAPS and other assessment data such as grades for teacher learning	Sharing data at Learning Team and Instructional Meetings MAPS training	Looking at evidence of student learning is critical to the instructional cycle	Jan 2010 June 2010

## Vancouver School of Arts & Academics - High School

### Counseling & Guidance 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN

**List a minimum of three Learning Targets** (at least one learning target for ALL students and at least one learning target for a specific sub-group needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** VSAA administrators, counselor and advocates will incorporate student learning plans as they advise students about forecasting and future planning.

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administration and Counselor

Grade Level	Learning Target (What?) (Include applicable sub-groups not meeting AYP.)	Strategies (How?)	Rationale (Why?) (Be specific for each learning target.)	Formative Assessment/Progress Monitoring (When?) (These must be specific, quantifiable, and measurable.)
6-12	100% of students will investigate the relevance of school to future, and use this information in the future planning and forecasting process.	Counselor will train staff in the 4-6 year future planning process, forecasting, and how to access the SLP online.	Increase understanding and communication with students and parents regarding forecasting, class placement, and future planning with the goal of reducing schedule changes after school begins.	100% of student learning plans will be reviewed in class groups supporting forecasting, future planning and Student Led Conferences Review class placements and requests for schedule changes in the Fall of 2010
9-12	All advocates will become familiar with the 4-6 year Planning process and have an introduction to Career Cruising, with the ultimate goal of phasing in the CAP online. (Culminating Assessment Portfolio online).	Introduce all advocates to the Career Cruising web Program. Counselor will teach use of Career Cruising program to all 9 <sup>th</sup> and 10 <sup>th</sup> grade students and they will create an online portfolio.	Online CAP will allow for student access at home. Teachers and parents will be able to monitor progress increasing communication and understanding.	All 9 <sup>th</sup> , and 10 <sup>th</sup> grade students will create online Portfolios this year.  Year 2010/2011 all high school students will use the online Portfolio during students led conferences.
8-12	Provide parents and students with information regarding the transition to high school and beyond.	Counselor/Parent Meetings: College Night 10/08/09 8 <sup>th</sup> Grade Transition to High School January 14, 2010 and May 10, 2010	Increased information and communication will assist parents as they help their student make choices about high school programs and post high school planning.	Parents will be asked for feedback following the meetings; and review of the Senior Survey.

**Vancouver School of Arts and Academics High School**  
**MATH 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

**List a minimum of three Learning Targets** (at least one learning target for ALL students and at least one learning target for a specific sub-group needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** The percentage of students in grade 10 who will be at or above standard on the Math HSPE will increase from 83.3% to 85%.

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative Leadership Team

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
<b>9-10</b>	Teachers develop a specific protocol for: Re-examining student placement when necessary; communicating intended change of placement with parents; discussing strategies for success with sending and receiving teacher; completion of informational forms to implement an effective/engaging plan	In collaboration with the school counselor, the math team will meet and develop necessary communication protocols by 2/2010.  Appropriate forms will be ready for forecasting process which ends 4/2010	Timely, specific communication regarding a student's math placement increases their chance for immediate success.	Ongoing. Assessment of impact will be analyzed during curricular meetings.
<b>ALL</b>	Implement MAPS Test twice per year to measure growth over time, inform instruction and integrated into the math placement protocol.	Math teachers; data facilitator/school counselor; associate principal and technology coordinator will work together to calendar testing Data will be organized to ensure it is accessible for teacher use.	Creating, analyzing new data informs educators about the effectiveness of their instruction.	Ongoing. Assessment of impact will be analyzed during curricular meetings.
<b>9-10</b>	Identify students who have a WASL score between 372 and 399.	Analyze each student's math strands and develop a learning plan to address the weakness. Meet with each student 1 time per month to monitor and provide specific support.	Developing a math relationship will give each student the academic and social confidence necessary to succeed.	On going Assessment of impact will be analyzed during curricular meetings.

**Vancouver School of Arts and Academics Middle School**  
**MATH 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

**List a minimum of three Learning Targets** (at least one learning target for ALL students and at least one learning target for a specific sub-group needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** The percentage of students in grade 7 who will be at or above standard on the Math State Assessment will increase from 77.3% to 80%.

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative Leadership TEam

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
7	Teachers develop a specific protocol for: Re-examining student placement when necessary; communicating intended change of placement with parents; discussing strategies for success with sending and receiving teacher; completion of informational forms to implement an effective/engaging plan	In collaboration with the school counselor, the math team will meet and develop necessary communication protocols by 2/2010.  Appropriate forms will be ready for forecasting process which ends 4/2010	Timely, specific communication regarding a student's math placement increases their chance for immediate success.	Ongoing. Assessment of impact will be analyzed during curricular meetings.
7	Implement MAPS Test twice per year to measure growth over time, inform instruction and integrated into the math placement protocol.	Math teachers; data facilitator/school counselor; associate principal and technology coordinator will work together to calendar testing Data will be organized to ensure it is accessible for teacher use.	Creating, analyzing new data informs educators about the effectiveness of their instruction.	Ongoing. Assessment of impact will be analyzed during curricular meetings.
7	Identify students who have a WASL score between 372 and 399.	Analyze each student's math strands and develop a learning plan to address the weakness. Meet with each student 1 time per month to monitor and provide specific support.	Developing a math relationship will give each student the academic and social confidence necessary to succeed.	Ongoing. Assessment of impact will be analyzed during curricular meetings.

**Vancouver School of Arts and Academics High School**  
**READING 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

List a minimum of three Learning Targets (at least one learning target for ALL students and at least one learning target for a specific subgroup needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** Students in the 10<sup>th</sup> grade reaching standard on the HSPE will be maintained at 100%

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative leadership Team

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
<b>10</b>	Teachers will implement and practice atleast two content area reading strategies during the school year.	Instructional strategies such as: TPCASTT, DIDLS, SOAPStone, Blooms, Fundamental Questions, will be utilized.	Identified Best Practice: Powerful Teaching and Learning Professional Development through self-selected Professional Learning Communities	WASL Rubrics - ongoing Classroom-based assessments Instruction differentiated to meet student learning needs
<b>10</b>	Teachers will provide students with exposure and analysis to 1 dramatic play, 1 non-fiction, and at least four poems	Teachers will meet and communicate with each other regarding Best Practices that positively affect student learning and engagement	Providing students with an opportunity to explore a variety of genre strengthens reading/comprehension skills	Classroom-based assessments Instruction differentiated to meet student learning needs

**Vancouver School of Arts and Academics Middle School**  
**READING 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

List a minimum of three Learning Targets (at least one learning target for ALL students and at least one learning target for a specific subgroup needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** *Through an integrated effort utilizing reading strategies necessary for a successful I-Search research paper, student achievement will increase from 84.5% to 87%.*

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative Leadership Team

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
ALL	Teachers will continue their process of creating and monitoring Individual Reading Profiles, specifically as they relate to the research process	Portfolios will be set up and utilized on a regular basis. Students will present their work at a culminating student led conference with teacher and parent.	The teacher to student relationship will strengthen the confidence and enhance the ability to know the student's individual skill needs	Conferences; student-led conferences with opportunities to showcase best work; CORE; state assessments
ALL	Employ content reading strategies, specifically: Riciprocal Teaching and Socratic Seminar	On-going formative and summative assessment of reading comprehension; icorporation of the VSD Personalized Learning Model; daily instruction using reading logs/responses based on Bloom's Taxonomy.	The teacher to student relationship will strengthen the confidence and enhance the ability to know the student's individual skill needs	Conferences; student-led conferences with opportunities to showcase best work; CORE; state assessments

**Vancouver School of Arts and Academics High School**  
**WRITING 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

**List a minimum of three Learning Targets** (at least one learning target for ALL students and at least one learning target for a specific sub-group needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** Students in 10<sup>th</sup> grade reaching standards on the HSPE will be 97.4%

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative Leadership Team

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
10	Teachers will use 6-Trait writing assessment guidelines to evaluate student writing	Teachers will analyze student work. Writing assessments will be used to guide instruction and make informed decisions for effective planning purposes.	Evaluating student work and depth of understanding regarding the writing processes will shape curriculum delivery.	Teachers will meet and share Best Practice. They will be available to offer support for struggling students before and after school during their posted office hour times.
<b>10</b>	Students will write at least two research-based papers in their English classes and follow MLA guidelines	Teachers will analyze student work. Writing assessments will be used to guide instruction and make informed decisions for effective planning purposes.	Evaluating student work and depth of understanding regarding the writing processes will shape curriculum delivery.	Teachers will meet and share Best Practice. They will be available to offer support for struggling students before and after school during their posted office hour times.
<b>10</b>	Students will write one anchor paper at the beginning of the school year	Teachers will analyze student artifacts and evaluate for process understanding. Discussion about depth of understanding will occur in a collegial/collaborative environment.	Evaluating student work and depth of understanding regarding the writing processes will shape curriculum delivery.	Teachers will meet and share Best Practice. They will be available to offer support for struggling students before and after school during their posted office hour times.

**Vancouver School of Arts and Academics Middle School**  
**WRITING 2009 – 2010 SCHOOL IMPROVEMENT ACTION PLAN**

**List a minimum of three Learning Targets** (at least one learning target for ALL students and at least one learning target for a specific sub-group needing to improve; refer to first page of the Action Plan). Incorporate strategies that improve the presence or use of the “Nine Characteristics of High Performing Schools.”

**School Improvement SMART Goal:** Through an integrated effort utilizing writing strategies necessary for a successful I-Search research paper, student achievement will increase from 89.7 to 91%.

Who will provide the leadership to ensure implementation of the Learning Targets and monitor completion of the Checkpoints? Administrative Leadership Team

<b>Grade Level</b>	<b>Learning Target (What?)</b> (Include applicable sub-groups not meeting AYP.)	<b>Strategies (How?)</b>	<b>Rationale (Why?)</b> (Be specific for each learning target.)	<b>Formative Assessment/Progress Monitoring (When?)</b> (These must be specific, quantifiable, and measurable.)
ALL	Teachers will use 6 Trait writing rubrics to evaluate student understanding of writing process	Students will integrate 6 Trait Writing into Anchor Paper and I-Search Paper. The focus on how a student defines a socially relevant topic; gathers information; analyzes and synthesizes this information and constructs knowledge will indicate level of comprehension of principles of writing.	Applying the concepts of 6 Trait Writing will increase the level of understanding and sophistication of student writing	Conferences; student-led conferences with opportunities to showcase best work; CORE; state assessments
ALL	Teachers will collaborate on a weekly basis	Teachers will share ideas, lesson planning, formative assessments and student artifacts	Sharing expertise enhances/enriches teacher pedagogy and fundamental knowledge regarding writing	Conferences; student-led conferences with opportunities to showcase best work; CORE; state assessments