



**International School  
Improvement Plan 2010-11  
Bellevue School District  
Instructional Program**

**District Goal #1—Closing the Achievement Gap**

<b>Data Source</b>	<b>Data Analysis</b>
MSP, HSPE, Common Assessments, grades, AP scores, MAP testing (winter), homework completion rates, test scores w/in content areas	<p>There is a gap between general education and special education</p> <ul style="list-style-type: none"> <li>• General Education Students GPA 1<sup>st</sup> Semester- <b>3.44</b></li> <li>• Special Education Students GPA 1<sup>st</sup> Semester- <b>2.93</b></li> </ul> <p>44 Students earned a failing grade first semester 21 middle school students did not pass Math MSP (Middle School)</p> <p>Anecdotally, teachers report that high achieving students struggle to organize and apply their learning in a meaningful way. Anecdotally, teachers report homework completion is an issue that leads to lower achievement. Data is not available for this year yet.</p>

<b>SMART Goal Statement for 2010-11</b>
All students will pass the MSP and the HSPE, or end of course exams, in the 2010/2011 school year. We will improve our class pass rates so more than 22 students will receive a failing grade first semester or second semester.

<b>Intervention/Differentiation</b>	<b>SMART Goal Progress Monitoring</b>
Support Class for identified students Before School Study Group/Class Lunch Study Groups Wednesday afternoon peer tutoring (using advanced math students and National Honor Society students) Tutoring (high school students, parents, VIBES) VIBES mentors AVID Tutorial – specific structures in place, use of mentors, tutors, peer coaches Guidance Team student focus 6 <sup>th</sup> Grade Team – monthly meetings to discuss needs of 6 <sup>th</sup> graders, monitor progress	<p>Unit assessment and common assessment scores will be monitored. Any students not achieving above 75% will receive additional support and interventions.</p> <p>Students not completing work or who are identified as struggling by their teacher will receive additional support and interventions.</p> <p>Guidance team will track attendance and grades for all students on a weekly basis</p> <p>Interventions will be implemented individually and in content areas, classes, as needed.</p>

**District Goal #2—Extending Learning**

<b>Data Source (ex: MSP, HSPE, MAP, Dibels, etc.)</b>	<b>Data Analysis (factual statements)</b>
<p>MSP, HSPE, common assessments, grades, AP scores, homework completion rates, test scores w/in content areas</p> <p>100% of class of 2009 attended 4 year college</p> <p>100% of class of 2009 took and passed at least 1 AP test</p> <p>International Students who attend the U.W. have an average GPA of 3.27 which is in the 75% percentile of all U.W. Freshman</p> <p>AP Pass Rates 2010:</p> <ul style="list-style-type: none"> <li>• Biology - 79.6%</li> <li>• Calculus AB – 50.9%</li> <li>• English Language &amp; Composition – 87.5 %</li> <li>• English Literature- 76.5%</li> <li>• Environmental Science – 69.5%</li> <li>• European History – 100% (n=1)</li> <li>• French Language – 43.6%</li> <li>• German Language – 92.8 %</li> <li>• Physics B – 84.6%</li> <li>• Studio Art – 2D: 60% <ul style="list-style-type: none"> <li>○ 3D: 100% (n=1)</li> <li>○ Drawing &amp; Design: 50%</li> </ul> </li> <li>• U.S Government &amp; Politics – 75%</li> <li>• U.S. History – 83.7%</li> <li>• World History – 77.9%</li> </ul>	<p>Students are achieving at very high levels on state tests and so continuing to look at more challenging measures, such as AP results is important.</p> <p>We have met our college attendance and graduation goal and will sustain achievement at this same level.</p> <p>Data from AP tests shows areas of needed growth, as well as high levels of achievement. We will continue to develop teacher expertise and provide training and resources to enable highest level instruction. Our work in our Targeted Instructional Area will give students further support through different types of intentional learning experiences.</p>

<b>SMART Goal Statement for 2010-11</b>
<p>By June 2011, International will show a 10% gain in pass rates, both percentage passed and scores received, on all AP tests in all areas. We will also increase the number of students who achieve a 4 on the MSP/HSPE or end of course tests by 10%.</p>

<b>Intervention/Differentiation</b>	<b>SMART Goal Progress Monitoring</b>
<p>Teachers will continue to receive professional development opportunities through the District and the College Board to further develop expertise and strategies.</p> <p>Students will be assigned tutors, VIBES mentors,</p>	<p>Attendance and participation in professional development opportunities</p> <p>Data from HSPE and MSP has been analyzed to determine level of proactive intervention needed</p>

<p>and peers to study and review content</p> <p>Teachers will provide differentiated support for students during tutorial, based on data and anecdotal observations. They will use VIBES mentors, parent volunteers, and peers to support this work as well</p> <p>Teachers will provide differentiated instruction within their classrooms in order to support all levels of learners</p>	<p>Counselor and principal will monitor overall school grades (D &amp; F rate)</p> <p>Teachers will monitor their own students' progress and assign tutorials as needed.</p> <p>Unit exams and District assessments will be monitored monthly to identify specific areas of need</p> <p>We will use MAP data to guide instruction when available</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Professional Learning Cycles (6-8 wk cycle)</b>	<b>Dates</b>
Cycle One: Direct Teaching Safe Practice Observation/Feedback	October 2010- November 2010
Cycle Two: Direct Teaching Safe Practice Observation/Feedback	December 2010 – February 2011
Cycle Three: Direct Teaching Safe Practice Observation/Feedback	March 2011 – May 2011

### **Parent, Family and Community Involvement**

The staff, students, and parents at IS will communicate and collaborate through committee work on the Program Delivery Council, as well as through events such as parent information nights, PTSA meetings, and parent involvement in major events at the school. These events include High School Retreat, 6<sup>th</sup> Grade Retreat, Focus Week, and other programs that require collaboration between parents, staff, and students.

### **Use of Technology to Facilitate Instruction**

As a school district, we use computers as tools to support student learning, in the same way we use library resources, calculators, or math manipulatives. In our school, technology is used to support major projects that stretch across grade levels and to generate relevant data about the performance of students. Specifically, students use computers and access to the internet and several data bases to do a major research paper in 9<sup>th</sup> and 10<sup>th</sup> grades, as well as a highly developed Senior project. Students use technology to research and apply for colleges as part of their standard program. Further, we will use the MAP assessment program this year to gather data to inform instruction in the classroom. Students also use the Senteo clickers as a way to provide formative and summative assessment data to the teacher,

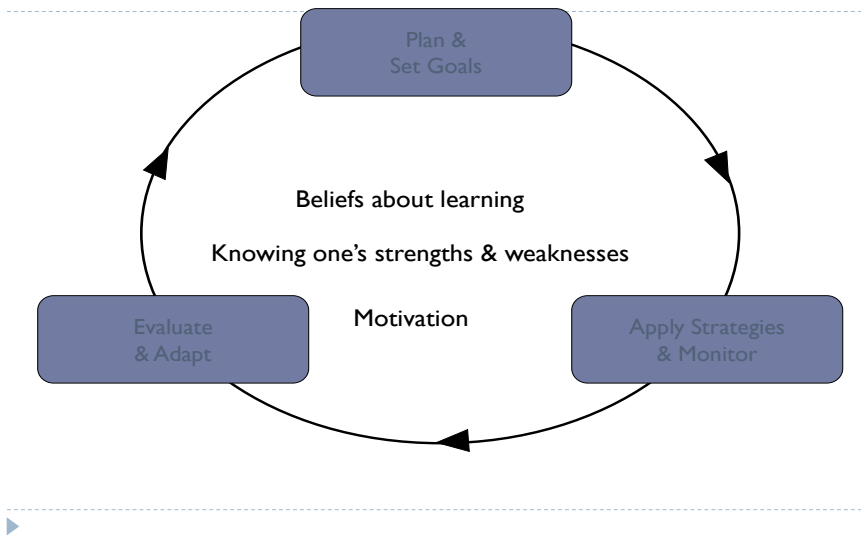
## Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies the following nine characteristics of successful schools: clear and shared focus; high standards and expectations for all students; effective school leadership; high levels of collaboration and communication; curriculum, instruction and assessments aligned with state standards; frequent monitoring of learning and teaching; focused professional development; supportive learning environment; and high levels of family and community involvement.

Through the framework of Professional Learning Communities, our school will use the nine characteristics as a guide to refine our work. More specifically, our work this year will include *(Principal and ILT identifies area(s) tied to instructional learning target/SMART goal(s)/)*

- ▶ *A school wide effort to have all International students demonstrate measurable growth in their ability to be self-regulated learners. Staff will teach students how to plan and set goals, how to apply strategies to monitor their learning, and how to evaluate their progress. Achievement will be measured with formative and summative assessments.*

## Self-Regulated Learning (SRL)



### Self-Regulated Learners

A self-regulated learner at the **7-8<sup>th</sup>** grade level can:

#### Plan and set goals:

- Keep daily planner up to date (daily/accurately) with assignments, due dates, etc.
- Establishes a set location and time frame for completing homework, studying.
- Estimates and tracks time for tasks, schedule
- Absent? The SLR goes to tutorials to follow-up on missed class work.
- SLR clarifies objectives for learning
- SLR learns about intelligence

### **Apply Strategies and Monitor:**

- SLR recognizes strengths and weaknesses, makes plans accordingly for each subject, accesses his/her resources (class materials, tutorial, asks teacher for guidance and/or supplemental materials/practice wrkshts, etc.)
- SLR brings appropriate materials/tools to each class (text, pencil, paper, etc.) for readiness to learn.
- He/she organizes a personal system that works
- SLR asks questions in class, may prepare questions ahead of time
- SLR strategizes study skills according to needs/tasks (vocabulary vs. verbs, vs essays vs math vs reading comprehension, etc)
- SLR uses wrappers (tests)
- SLR creates and/or participates in a study group to practice accordingly
- SLR reads with purpose, takes notes
- SLR knows his/her learning style and tries new study strategies

### **Evaluate and Adapt:**

- SLR checks grades and monitors progress, follows up to address gaps.
- SLR reflects on successes—what did I do that worked?
- SLR reflects on a grade he/she obtained to strategize accordingly (ex: essay evaluation analysis/rewrite)
- SLR asks a parent to review homework

### **Strategies for teaching and supporting these academic behaviors**

- Teach specific study strategies
- Provide template to guide study strategies and promote parental involvement
- Teachers address and practice all modalities that will be assessed in class (i.e.; world language—speaking, listening, reading, writing)
- Provide a discussion template for reflection on tasks, projects (to promote parental involvement as well)
- Use exit slips, wrappers for activities, lessons, units, projects, exams
- Provide a template to train students how to ask questions and guidance/structure for when to ask questions
- For big projects, provide a clear timeline at the onset (by this day X is done) (i.e.; ‘Backwards Planning’, unpacking the assessment).
- Provide a question/comment box to elicit/encourage questions from students who may be timid.
- Provide Final Exam preparation workshops (ex: Newport High School)
- Time management
- Monitor learning (ex: before and after tests)
- Reading for purpose
- Note-taking skills in all classes
- Understanding and addressing learning styles; take action

### **Important support from ILT:**

- Create a (universal) template to guide self-monitoring
  - Wrapper examples, ideas
-

A self-regulated learner at the 9<sup>th</sup> grade level can:

**Plan and set goals:**

- Monitor learning vs. a paper chase

**Apply Strategies and Monitor:**

- Prepares for assessments
- Studies effectively
- Participates in study groups
- Reads directions
- Reads with/for understanding
- Asks habitually, 'What are we going to be doing?'
- Reflects habitually, 'What did I just learn?'
- Use notes and study guides

**Evaluate and Adapt:**

- Classroom reflection

**Strategies for teaching and supporting these academic behaviors**

- Teach effective study strategies/ strategies that work for each/every student in different content areas
- Help them in asking questions
- Provide study guides, use notes

**Important support from ILT:**

- Classroom reflection
- Effective studying skills for tests (assessments)

A self-regulated learner at the 11-12<sup>th</sup> grade levels can:

**Plan and set goals:**

- Senior Project
- Anticipate and mitigate problems in a proactive manner
- Anticipates challenges

**Apply Strategies and Monitor:**

- Constructing knowledge (rather than just absorbing it)
- Mitigates challenges and concerns
- Has curiosity and confidence
- Is assertive with ideas and takes ownership of them
- Is a problem-solver

**Evaluate and Adapt:**

- Ongoing—self-reflective
- Independent
- Connects:
  - Predicts → observes → evaluates

**Strategies for teaching and supporting these academic behaviors**

- Portfolio of work
- Teaches the connection: predict→ observe→ evaluate
- Open-ended (?)
- Project-based

**Important support from ILT:**

- Evaluations: how to show learning after the fact
- Self-assessments: using rubric(s) post-assessment (task/assignment)
- Prediction/evaluation