

**School Improvement Plan
Newport High School
Bellevue School District
2008-09**

This school has a school improvement plan for this year that is based on PSAT, SAT and WASL student data, grade reports, and course enrollment patterns. Specifically the data suggests that:

- Freshmen that enter high school with a 2.0 or lower are at much greater risk of not graduating or even remaining enrolled at Newport than their peers.
- Transfer students entering Newport earn a lower grade point average than their Newport peers.
- Special education and 504 students are not performing at the same level as regular education students, despite implementation of accommodations.
- Latino students and white males are not performing at the same level as their Newport peers.

Our specific goals and action plan for this year support:

- The state's Essential Academic Learning Goals: to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, arts, health, fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities;
- Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and
- Non-academic student learning related to leadership, public speaking, teamwork and interpersonal relationship.

Goal: To increase the percentage of students being on standard or higher in reading, mathematics and writing (as measured by the WASL scores).

Actions:

1. Individual student focus:

- By October, identify those students who are below grade level standard in reading, math and writing;
- Share this information with their current teachers of that particular discipline and develop individual plans on how to help each student;
- Use counselors as facilitators to work with the individual students and their teachers to develop individualized plans.
- Enroll students in our WASL remedial coursework.
- Identify individual deficiencies and a plan to address deficiencies;
- Consider use of Saturday sessions, peer tutors, extended-day tutorial and/or VIBES mentors for those students to address deficiency areas;
- Regularly reflect on student progress and revise strategies if progress lacking.

2. Reading, Math and Writing:

- Have each of the disciplines thoroughly evaluate their scores to highlight strengths and specifically identify weaknesses in curriculum;
- Review WASL and PSAT items that had lower scores and work with staff on effective strategies in departmental and staff meetings;
- Continue to encourage meaningful writing in all disciplines;
- Develop pre-assessment questions for math WASL by individual math strand and integrate usage of CPS assessment system to guide instruction.

Goal: To decrease the percentage of targeted students (transfer, Latino, special education, 504, white males, and freshmen entering the system with a 2.0 or below) earning one or more D's or F's on quarter and semester grade reports.

Actions:

1. Individual student focus:

- Have special education staff, counselors, and support develop an individual plan with each student that earned a D or an F on the first progress report;
- Refer students that are making minimal progress to the Student Intervention Team (SIT) for more specific plans and/or modifications to the plans, capitalizing on students' strengths;
- Develop quarter target dates to conduct formal checks and to celebrate successes and revamp plan, if needed;
- Bring regular education staff of these students on board with the plan and involve them in the celebrations of successes;
- Send congratulatory notes to students and parents for incremental improvements;
- Ensure adequate support systems are in place for students in each of their classes;
- Assist the regular education teacher in developing a structured schedule for these students to attend tutorials, if needed;

2. Staff training/structure focus:

- Conduct accommodation training at a staff meeting;
- Review at the department chair meeting grading procedures for special education students and when and how a course and its content might be changed from regular to practical;
- Educate the staff on cultural and special needs' issues;
- Place Special Education Instructional Assistants in the regular education classrooms that are most challenging for our special education students;
- Partner special education teacher with general education teacher in IAG 1 and chemistry classes;
- Facilitate meetings with the student and regular education teacher, as needed.

The plan addresses issues of educational equity for ethnic minority students and special education students by recognizing they are falling behind their peers in test scores and earning the same percentage of passing grades as their peers. It outlines a clear plan to address these discrepancies.

We have evidence, based on staff surveys and our own monitoring, as well as on required school district practices, that our school operates on the following characteristics of high-performing schools:

- ✓ Clear and shared focus
- ✓ High standards and expectations
- ✓ Effective school leadership
- ✓ supportive learning environment
- ✓ high levels of community and parent involvement
- ✓ frequent monitoring of teaching and learning
- ✓ focused professional development

Technology and Learning:

As a school district, we use computers as tools to support student learning, in the same way we use lab equipment, graphing calculators, or library resources. In addition, in some of our technical courses, technology is a subject worthy of study on its own, for example, in computer essentials, web design, and CISCO networking.

Our school has five mobile lab carts that students may utilize in their classes. In the various disciplines, computer mobile labs are used primarily for word processing, data gathering and Internet research. Students may also turn in assignments via the Internet and students may check their individual progress in each of their classes. We also have 140 computers dispersed throughout the library and three Career and Technical computer labs. In addition, there are mounted Smart boards, LCD's and VCR's in every classroom, as well as student and teacher computers.

The ratio of computers to students is 1:3.

In the Learning Resource Center, students access district, school and community resource site databases for books, periodicals and other resources for projects, reports, and for their personal reading needs.

Parent Involvement

Examples of parent and community involvement that support student learning in our school include:

- Parents volunteering as speakers in the classroom
- Parents volunteering in our library, classrooms and office areas
- VIBES mentors being matched to at-risk students
- VIBES community volunteers providing assistance to students in our free extended-day tutorial program and AVID classes
- PTSA-sponsored parent information nights frequently conducted
- Parents and community volunteers assisting staff with the WASL, AP and supplementary programs