

W. F. West High School Improvement Plan 2020-2021



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With thanks to the W. F. West Staff and Student Leadership Teams.

2020-2021 School Improvement Plan

In 2013 W. F. West High School began implementing a continuous process of school-wide improvement related to the Chehalis School District Student Achievement Initiative. Our work in serving every student, every day, in every classroom is grounded in our goals: improve, modernize and prepare. Our growth has been steady and is reflected in strong data related to student achievement, student leadership, and student support. Our school-wide work is guided by the student achievement initiative and is based on active participation from a parent advisory council, ASB and leadership, parents, community, public-private partnerships, leadership teams and dedicated staff.

Included in this school improvement plan are details of our current school-wide and department work toward our goals to improve, modernize and prepare. Our continuous improvement is represented through Key Performance Indicators. Our success is based on a clear district vision for students k-12, a dedicated school board, strong community support that includes exceptional public private partnerships.

Our school improvement plan includes:

- Chehalis School District Student Achievement Initiative
- W. F. West High School Core Beliefs
- School-wide Improve Goal
- School-wide Modernize Goal
- School-wide Prepare Goal
- Key Performance Indicators
- Program and Department Improvement Plans

Chehalis School District Student Achievement Initiative

The skills our students will need to be successful in their careers are rapidly changing. The use of technology continues to increase in the workplace and continued education after high school is more valuable than ever. Because of this, the Chehalis School District has launched a major new initiative working with all of our teachers and administrators to prepare students to succeed in college and a meaningful career.

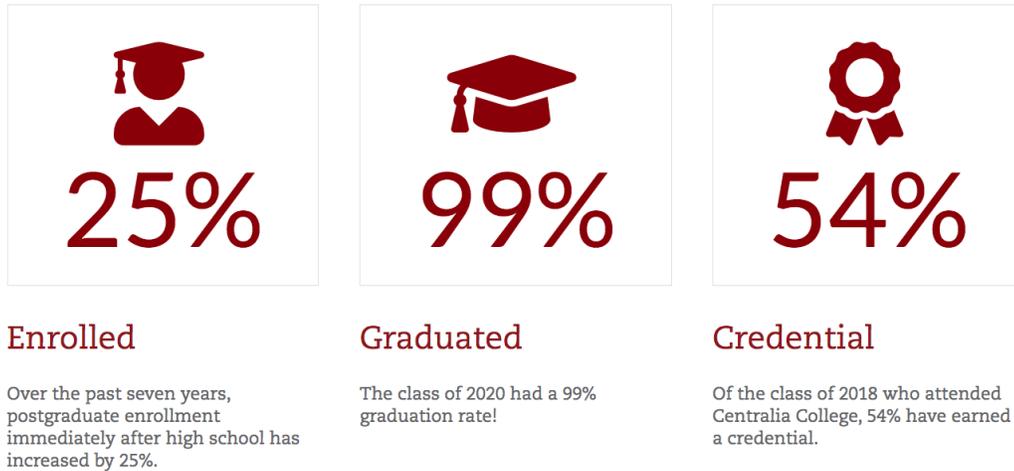
Chehalis School District is dramatically raising the expectations of future successes for our students by improving & modernizing our instructional practices and creating a school culture that prepares students for careers and post-secondary education after high school.

Over the past decade, 20% of W.F. West graduates have continued on to earn a four-year degree. A college degree does not guarantee job success, but it significantly increases the likelihood. **Our goal over the next 10 years is to increase this number to 60% of Chehalis graduates earning a four-year college degree or completing a vocational or certificate program, any of which would lead them to a meaningful career.** We will achieve this growth by following three instructional strategy goals to improve, modernize and prepare.

The Chehalis Student Achievement Initiative is designed to close the Achievement Gap between subgroups of students. Graduation standards have been established for college entrance. On-time

graduation rates; eligibility rates for college entrance; enrollment rates for college; and persistence rates in college graduation are analyzed for this purpose.

Current Progress on the Student Achievement Initiative



BEARCATS

- W . F . W E S T -



Core Beliefs

Students who commit to the following core beliefs during their high school career will be aware, eligible, and prepared to succeed in college or in a meaningful career:

AWARE

- Learning how to learn serves students for a lifetime

ELIGIBLE

- All students are unique individuals who have the potential to become positive contributing members of society
- Co-Curricular activities enhance learning and develop self worth, pride, and leadership

PREPARE

- Students have a responsibility to commit to learning in order to achieve their full potential.

Improve Goal - W. F. West

IMPROVE

Improve student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy.

Instructional Leadership Team (ILT) - The leaders on this team are part of a district K-12 ILT that trains with The Berc Group for STAR Habits of Instruction, Powerful Teaching and Learning. STAR Protocol aligns with the State mandated evaluation model TPEP as bargained by the CSD-CEA. The W. F. West Instructional Leadership Team provides annual staff training in August and December. Most notably this team leads STAR Learning Walks for teachers, departments and staff throughout the school year. The purpose of Learning Walks is for the development of a common language and common practice around effective instruction, and opportunities for teachers to reflect on their own instructional practices. Our growth in STAR

Habits of Instruction is measured in a January audit by The BERG Group. Our teachers commit to one Learning Walk a year or more. New teachers are asked to participate in two or more Learning Walks annually. This work has extended to Centralia College where staff is working to enhance instructional practices that are familiar to W. F. West graduates.

AVID Team and AVID Program: AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. Our staff adopted this model of support based on a needs assessment in relation to the initiative goal of increasing Chehalis graduates earning a four-year college degree or completing a vocational or certificate program to 60%, so that they will be guided toward a meaningful career.

The AVID Team has provided staff opportunities to train at annual AVID national and regional conferences throughout the year. AVID training provided by the non-profit company has been available on the W. F. West campus in 2018 and 2019. AVID Team members provide training to staff groups for clock hours. Many staff have participated in AVID training opportunities.

AVID is cemented in powerful instructional strategies that run parallel to STAR Instructional Habits to enhance student engagement and learning. In the fall of 2017 we started our first AVID cohort for grade 9. A cohort will stay together one class period a day for four years of high school. We now have a total of four cohorts grades 9-12 and are looking forward to our first graduating class of AVID students. Our data is showing that pairing strong instructional strategies with social, emotional and financial support for students is resulting in college preparedness. All students in the AVID elective are enrolled in classes of high rigor which include dual credit, AP and advanced programs. Our AVID program models our commitment to access and equity for college preparation and development of skills linked to college persistence.

Recognition Programs: Our ASB Leadership program has a variety of recognition programs in place to reward and encourage student success. We have a leadership class and teacher who coordinates this work with our ASB and Leadership and student clubs and organizations. We celebrate the success of our students in the classroom, athletics, music, theater, the arts, competitive academic teams, and service and community engagement in “*The Bearcat Way*”.

Modernize Goal - W. F. West

MODERNIZE

Modernize instructional practice, improve modeling for students of the power and leverage of technology, improve internal and external communications, and enhance overall district efficiency through the use of technology in everyday teaching and learning activities.

- Transition to a 1:1 Chromebook model for students. Students will be assigned a Chromebook with personalized sign-in card. Charging stations will be established throughout the school for student use.
- Continue to define and implement (technology driven) model classroom school wide using ISTE standards <https://www.iste.org/standards>
- **The Modernize Team** works with staff and students to develop technology driven instructional practice and communication systems that are supported with infrastructure and expertise as support. One-hundred percent of students and staff have access to instructional technology daily for classrooms, CCR Block, and leadership activities. Training occurs during staff inservice time before the start of school, on Wednesdays during our Remote Learning and Hybrid schedules and Techtober (October). New programs being implemented to support remote learning include Zoom, Google Meet, Google Classroom, Flipgrid, Screencastify, Nearpod, Safari Montage and others.
- **District Technology Support** An educational technology district support system and help desk are available daily. Building support staff are also available to help students with minor technology issues, especially common issues such as logging in.

Prepare Goal - W. F. West

PREPARE

Students who exit the Chehalis School District will be genuinely prepared to succeed in a meaningful career and/or college by earning a diploma acknowledging this preparedness.

WFW: Graduate 80 % of students eligible for postsecondary opportunities with 60% of Chehalis graduates persisting to earn a four-year college degree or completing a vocational or certificate program.

- **Career and College Readiness Team:** Counselors and teachers work as part of a district K-12 committee for career and college readiness. The high school team members collaborate with staff to develop a CCR plan for our work.

- **Career and College Readiness Center and Advisor:** Support for students for career and college readiness includes a designated career and college advisor, a website, and a center where students can seek consultation and guidance for their postsecondary pathway. The center is open to families. This advisor organizes campus field trips and career spotlight presentations to educate students about opportunities and to familiarize them with campus life. This support has been expanded to Centralia College where a majority of our students begin their postsecondary pathway.
- **Career and College Readiness Block Program:** In 2013 the staff at W. F. West developed a career and college block program to support students in their work to improve, modernize and prepare. This comprehensive program supports student growth throughout high school. It includes focused instruction, career and college planning, and leadership opportunities. It is aligned with brain-based learning research. CCR Block includes a peer leadership component. It is supported by technology programs and tools. Counselors are connected to CCR Block classrooms and students and counseling groups and supports are available to students. A mentorship program is provided to seniors.

Students in grades 9 - 12 present a Student Led Conference (SLC). The SLC presentations highlight individual student growth over the school year and the high school years completed to date. This important conference puts students in the “driver’s seat” to analyze performance in relationship to your post-secondary goals. Students in grade 12 complete a Senior Culminating Project (SCP) outside of the CCR Block in English classes. The SCP is each student’s individual plan for postsecondary success and these presentations are made for a community panel. The CCR Block meets Monday through Friday from 10:00 to 10:30.

- **CCR Block Team:** A staff leadership team coordinates the work of the CCR Block program. The team includes a teacher who coordinates the school-wide Google Classroom used for CCR Block and the online Hobson-Naviance lessons for career and college readiness. Grade level teacher leaders prepare the lessons for Naviance and Student Led Conferences. A counselor connects counseling center and career and college readiness center activities. An administrator coordinates the ASB and leadership activities for the program. The counseling staff coordinates school-wide community service in support of this program and graduation requirements.
- **College Bound Scholars** The College Bound Scholarship program is an early commitment of state financial aid to eligible students who sign up in middle school and fulfill the scholarship pledge. At the high school level our counselors provide individual

counseling, group and family support, and recognition events to support students in maintaining this scholarship opportunity. W. F. West has 938 students enrolled (10/2020) and 364 of them are in College Bound graduation cohorts.

Total Number of Students By Grade Level	College Bound Scholar Cohort
209 Seniors (2021)	62 Seniors (2021)
239 Juniors (2022)	90 Juniors (2022)
252 Sophomores (2023)	116 Sophomores (2023)
238 Freshmen (2024)	96 Freshmen (2024)

- Career and Technical Education** The W. F. Career and Technical Education (CTE) program staff and administration have worked with The BERC group since 2013 to create and implement a P-20 college and career readiness system by building partnerships with public, private, and non-profit organizations to improve educational outcomes. The district contracted with The BERC Group to move this work forward through analytical research, surveys and interviews resulting in a comprehensive audit that was completed in April 2020. Based on the findings and recommendations from this report in addition to the Comprehensive Local Needs Assessment an annual plan was created outlining these four main focus areas: Improved Awareness and Communication Plan, Improve Advisory Committees, Creation of a Health Sciences Pathway, and Continued Professional Development for Teachers.



W. F. West Program Improvement Plans (alphabetically)

1. AVID

2. Career and College Readiness Block

AVID 2019 - 2020 Improvement Plan		
Improve	Modernize	Prepare
<p>Team Level Professional development share of AVID instructional strategies.</p> <p>Building Level Professional Development share out of AVID process and program and connections to PTL.</p> <p>WFW AVID planning and policy development of student recruitment, retention and cohesion of instruction across disciplines</p> <p>Departments begin to review and consider goals that reflect AVID strategies for 18-19 SY as part of school-wide focus on PTL</p> <p>Ensure and enhance the development and use of WICOR strategies in core classes by providing targeted professional development and collaboration time, implementing 2018-2019</p> <p>Training AVID tutors and develop recruitment plan and connection with local community college</p> <p>Attend and/of host AVID professional development yearly</p>	<p>Improve communication with parents and updates on work being done in AVID classroom</p> <p>Data driven site team meetings</p> <p>Collect data to identify AVID elective students.</p>	<p>On site PD delivered by AVID regional instructors. Centering around WICOR strategies and PTL.</p> <p>College visit with all AVID students to one 4-year university</p> <p>College recruiter visits and talks to AVID classrooms and students</p> <p>College Fair</p> <p>Two cohorts of AVID elective students following College and Career curriculum provided by AVID and Weeks At A Glance framework.</p>
<p>Goals: AVID student GPA average is 3.0 or greater</p> <p>Goals: C or Above grades for all AVID students</p> <p>Goals: All AVID student visit at least one college campus each year</p> <p>Goals: All AVID students are enrolled in at least one upper level class each year.</p>		

**Career and College Readiness Block
2020 - 2021 Improvement Plan**

Improve	Modernize	Prepare
<p>Focused Instructional Time (FIT)</p> <ul style="list-style-type: none"> ● Ownership of Learning ● Relationship: peer to peer, advisor to student ● Student Leadership: Peer Mentor Led Instruction (180 students); ASB & Leadership Club, assembly, climate and culture (all students) <p>Career and College Readiness Lesson :</p> <ul style="list-style-type: none"> ● Lessons include conceptual learning; not just recall. ● Lessons are characterized by questioning and discussion, where students are asked to explain their thinking. ● Purpose of lessons includes “What” and “why” throughout the lesson. ● Lessons are characterized by a positive, challenging academic environment. 	<p>All advisors and students use the Google Classroom for CCR Block.</p> <p>All students use the Google spreadsheet to access grade level lessons and links for CCR Block.</p> <p>Students in grades 9 - 11 prepare a Student Led Conference using Google Slides. Seniors create a slideshow for their grade 12 Culminating Project Presentation.</p> <p>Students use Google Folders for management of CCR Block resources (High School and Beyond Plan, Community Service Forms, Service to School records, Best Works)</p> <p>Students use Hobson Naviance online career and college readiness solutions for the majority of career and college readiness instruction.</p>	<p>Career and College Readiness Instruction</p> <p>Opportunities for Career Spotlights and Career & College Readiness presentations through the CCR Center.</p> <p>Small group and individual school counseling for academic, social and emotional support.</p> <p>Leadership: ASB & Leadership activities - assemblies, clubs, class meetings, climate & culture.</p> <p>Leadership: ASB & Leadership Spirit Weeks for Climate and Culture</p> <p>Leadership: National Honor Society Officers and Group Leaders (30); National Honor Society (205 members); Peer Mentor Assemblies (180 students)</p>

W. F. West Department Improvement Plans (alphabetically)

1. Career and Technical Education
2. Counseling
3. English
4. Lifetime Fitness
5. Math
6. Music and Performing Arts
7. Science
8. Social Studies
9. SPED
10. World Language



Career and Technical Education 2020-2021 Department Improvement Plan

Improve	Modernize	Prepare
<ul style="list-style-type: none"> ● W.F. West CTE instructors will continually develop an advisory board and general advisory committee (GAC) to oversee Chehalis School District CTE needs. Instructors will seek out and invite industry professionals, students, alumni, and parents to participate in quarterly meetings ● CTE teachers complete a program evaluation each spring with their advisory committee using the new online tool. Program evaluation data will be used to inform CLNA and create future plans and goals ● Renew All CTE Certifications and add any new endorsements by May Advisory Council meeting continue to support new CTE teachers through Industry route certifications approval of Conditional Instructors if needed ● Use portion of Perkins Funds to provide Professional Development for CTE staff including counselors 	<ul style="list-style-type: none"> ● Students utilize classroom sets of laptops/ChromeBooks/stand alone computers for research and other activities that utilize instructional practices that encourage technological competence and advancement ● Utilize advisory committees for equipment review, identify specific technology and skills that will modernize CTE instruction. ● Utilize advisory committees for documentation of facility improvements based on industry and articulation needs as well as accommodations for special populations in CTE to include access for students with limited mobility. ● Review employment outlook statistics and develop 3-5 year plans that reflect job demand in Washington State and Lewis County; use labor statistics to inform our programs as CTE develops new course offerings and/or pathways. 	<ul style="list-style-type: none"> ● Review Methods of Administration findings and address areas of concern COVID safety protocols instituted as needed ● The CTE Department will continually provide students opportunities for career exploration that include, but is not limited to, field trips, apprenticeship awareness through panel discussions, career industry tours, career development events, college tours, and career fairs tied to or separate from college fairs. In the event of Covid regulations, CTE department will identify alternative activities/opportunities ● The CTE Department will explore work-based learning opportunities for students ● The CTE Department will explore preparing lunch time CTE mini career fairs that include highlighting careers connected to CTE classes and CTSOs. This will provide one of many student leadership opportunities. ● CTE CTSOs will be continually developed to

<ul style="list-style-type: none"> ● Create rotation plan to attend ● National/Regional Conference every 3-5 years ● Identify industry certifications that will provide students with alternatives to meet graduation requirements, such as “Certificates of Individual Achievement”. ● CTE instructors will establish and/or update existing pathways for CTE students. These pathways will be communicated to students and counselors to build meaningful course schedules that will benefit student achievements in college and careers beyond high school. ● Collaborate with our career counselor to assist students focusing on career pathways supported by our CTE classes. ● Educate students on extension opportunities offered at local colleges for specific student interests. ● Increase opportunities for senior awards for participating in CTE Programs. Explore incentives for students for a CTE Honors Program and Promote our CTE Scholarship 	<ul style="list-style-type: none"> ● Continue to develop pathway alignments with dual credit offerings and transition course (bridge to college) options through strategic framework design and college articulation agreements. ● Dual credit opportunities, rates of participation and completion, enrollment in post-secondary education or apprenticeship, Perkins Performance Indicators ● Continue to modernize curriculum and incorporate 21st Century Skills that are desired by industry. ● CTE teachers will review NCAA requirements with counselors for core credit studies in sciences, technology, engineering, arts and math 	<p>offer students intra-curricular opportunities connecting classroom with industry based competition and leadership development. CTE department will develop strategies to encourage more CTE students to engage in CTSO activities for college and career preparation.</p>
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opportunities for students.		
<ul style="list-style-type: none"> • Ensure Community Service activities are included in leadership skills Increase student membership and participation by lowering CTSO dues to \$3 		<ul style="list-style-type: none"> • The WFW CTE Department will promote certificates of proficiency that have integrity, and enhance the career readiness goals that are embedded in the CSD Student Achievement Initiative.
<ul style="list-style-type: none"> • Lessons are characterized by a positive, challenging academic environment • Create a plan for awareness and communication for CTE programs • Add a graduation pathway for Health Sciences • Incorporation of AVID strategies into instructional practices including but not limited to Cornell note taking, active reading strategies, gallery walks, etc. 		<ul style="list-style-type: none"> • Develop multiple career and technical education and/or pre-credentialing pathways in the high school curriculum to allow students to meet the college/career readiness benchmarks (e.g. credits/courses necessary for college entry) while learning valuable and marketable skills. As part of this effort provides greater access to work-based learning opportunities for students in 10th, 11th and 12th grades.

Counseling 2020 - 2021 Department Improvement Plan		
Improve	Modernize	Prepare
<ul style="list-style-type: none"> • Work with CTE director and Create and Identify CTE Pathways and other 	<ul style="list-style-type: none"> • Use Google Sheets to track student data regarding Alternative 	<ul style="list-style-type: none"> • Meet with individuals/groups re:

<p>Pathways for Alternative Graduation Requirements for students who do not meet standard.</p> <ul style="list-style-type: none"> ● Match student High School and Beyond Plans to their course work and/or Graduation Alternatives ● Use Avid strategies while giving presentations to staff as part of modeling Powerful Teaching Learning (PTL). ● Use Avid strategies while giving presentations to students and in Small Group work as part of modeling PTL. ● Work with CCR committee to create lessons that bridge together building wide activities that help students become aware, prepared and become eligible for their future college and careers (ex: college and career fair) ● Use data to support lessons given and classes offered. ● Attend conferences to bring back current academic, social-emotional strategies and college and career information. 	<p>Pathways for State Testing</p> <ul style="list-style-type: none"> ● Use Google Survey to track student High School and Beyond Plan ● Use technology during Group sessions to assist with Naviance learning and goals. ● Teach students how to use tools in Naviance that they struggle with in CCR time. ● Teach students how to use Common Apps/Send edu/etc. For College applications ● Teach students in the computer lab or using chrome books on how to navigate websites (College/Financial aid, Naviances, Employment applications, etc) ● Empower Freshman students who receive F's to use Skyward weekly to achieve their academic goals. ● Teach struggling students who don't qualify for SPED, how to use Snap & Read. ● Use Skyward data to place students in appropriate classes. ● Use Skyward for Grad Reqs/transcripts etc. to help teach students how to be eligible for future. ● Use email to communicate with family/staff/student re: concerns, updates, etc.\ ● Use online scholarship apps. 	<p>Alternate Pathways for Graduation</p> <ul style="list-style-type: none"> ● Communicate with parents via emails and publications re: Alternate Pathways for Graduation. ● Work with underrepresented students in Small groups to assist with Social emotional learning, academic success and career focused learning. ● Teach students how to apply to Financial Aid during FIT times. ● Meet with Freshman students on Monday's during CCR advisory-to assist with career/academic/personal goal setting. ● Create a Free Store with other staff members for students in need-also having them work for community service hours for graduation. ● Assist students in improving their academics and assessments. ● Work with student on Academic Intervention Plans (AIP) ● Work with Groups of students on AIPs/Surveys/Strategies for Success ● Assist student study skills and academic performance ● Communication with guardian re: Future Plans ● Refer to outside resources if needed <ul style="list-style-type: none"> a. Goal 1 (G1) to develop social
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	<ul style="list-style-type: none"> ● Use of Zoom to engage/communicate/ meet with students, teachers and families during Covid. 	<p>skills, by learning to respect themselves and others and controlling their tempers, by being more assertive and less aggressive (relationally or physically).</p> <ul style="list-style-type: none"> ● Work with students with Academic Interventions. ● Meet/Call guardian re: Plan ● Follow up with student and /or guardian’ <ul style="list-style-type: none"> a. Goal 2 (G2): they will learn how to have effective conversations and listening skills. b. Goal 3 (G3) is to reduce time spent out of the classroom and lower their Suspension time.
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English 2020 - 2021 Department Improvement Plan

Improve	Modernize	Prepare
<p>State Criterion 2: Instruction</p> <ul style="list-style-type: none"> ● Lessons include conceptual learning; not just recall. ● Lessons are characterized by questioning and discussion, where students are asked to explain their thinking. ● Purpose of lessons includes “What” and “why” throughout the lesson. ● Lessons are characterized by a positive, challenging academic environment. ● Note-taking strategies are taught and used throughout the school year 	<ul style="list-style-type: none"> ● Our department is working to develop the “habits of instruction related to State Criterion 2.” ● Note-taking strategies are being taught to students. Cornell notes are the main focus but other adaptive methods (annotations, etc.) are also incorporated. ● Examples of English activities: Research projects for the narrative, persuasive and argumentative essay. Presentation of projects in a variety of forms; class discussions where students take a position and defend it. ● Curriculum is aligned with State Language Arts standards, Common Core Language Arts Standards and College Board standards for Advanced Placement classes. Centralia College standards for College in the High School. ● All English courses are taught from the perspective of college preparatory work. 	<ul style="list-style-type: none"> ● All teachers in the English dept. agreed to initiate Cornell notes or a form similar to enhance learning. ● Chrissy is into year two of the AVID program to assist students in the rigors of college preparedness. ● Patty is instructing the college level ENGLISH 101 and 102 course where students can earn a college credit. ● The department has created and implemented a scope and sequence plan for grades 9-12 and a scope and sequence for our Adv. English courses in grades 9-12 ● All teachers have taught note-taking strategies and annotation to their students.



Lifetime Fitness 2020 - 2021 Department Improvement Plan

Improve	Modernize	Prepare
<p>Strategies: Instruction will include conceptual learning, students will explain their thinking, purposes of “what” and “why” are included throughout the lesson, lessons are taught in a positive and challenging environment.</p> <p>Methods: Students will work with teachers to set goals. Students will ask questions of teachers and classmates regarding rules, safety, strategy and techniques.</p> <p>Outcomes: Students will improve upon 3 baseline scores throughout a semester. Students can perform an 8 lift circuit with 100% safety. Students can explain the rules and working strategies for different fitness activities and games.</p>	<p>Strategies: Integrate Ipads, cell phones, personal electronic devices, apps, and other pieces of technology into lifetime fitness classes.</p> <p>Methods: Students will develop and track workouts, utilize stop watches, calculate heart rates, and use the internet and/or apps with different types of technology during lifetime fitness classes.</p> <p>Outcome: Students will use electronic devices to maintain, track and develop fitness activities and compile data.</p>	<p>Strategies: We will offer a variety of lifetime fitness activities for fitness and well being, along with college eligibility.</p> <p>Methods: All students will meet or exceed lifetime fitness requirements for graduation.</p> <p>Outcome: 90% or higher of our students graduate college eligible in the area of lifetime fitness requirements.</p>

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Music Performance 2020 - 2021 Department Improvement Plan		
Improve	Modernize	Prepare
<p>-PTL used daily in classes</p> <p>-Music teachers attend State/Northwest Division music conference annually to stay current on best practices in the field of music education.</p>	<p>-1:1 iPads in the band program</p> <p>-Use of Chromebooks in choir classrooms.</p> <p>-Use of other technology where appropriate (ie tuner, metronome, Spotify, etc.).</p>	<p>-Provide students with opportunities to participate in college sponsored music events (PLU Honor Band, UPS Honor Choir, Clark College Jazz Festival, CBC Jazz Unlimited Festival).</p> <p>-Expose students to college music programs around the United States, including information on audition dates etc. through posters in the music rooms.</p> <p>-Participation in events on college campuses for all students (Husky Band Day, State Solo/Ensemble)</p>

Math 2020 - 2021 Department Improvement Plan		
Improve	Modernize	Prepare
<p>State Criterion 2: Instruction</p> <ul style="list-style-type: none"> Intentionally increase the use of WICOR strategies Math teachers will self-access the effectiveness of WICOR 	<ul style="list-style-type: none"> Continue to use technology to improve student understanding of mathematics. Make effective use of the one-to-one Chromebooks to support student learning and understanding 	<ul style="list-style-type: none"> Continue the Faculty-to-Faculty collaboration with Centralia College to determine how to best prepare our graduates to succeed in College Level mathematics classes. <i>(supported by the Math 360</i>

<p>implementation in their classroom</p> <ul style="list-style-type: none"> ● Intentionally focus on increasing student talk time during class. ● Lessons include conceptual learning; not just recall. ● Lessons are characterized by questioning and discussion, where students are asked to explain their thinking to their peers. ● Purpose of lessons includes “What” and “why” throughout the lesson. ● Lessons are characterized by a positive, challenging academic environment. 	<ul style="list-style-type: none"> ● Continue to use presentation systems (computer, projector, document camera, and speakers) to provide clear and engaging lessons. ● Improve staff use of instructional technologies. 	<p><i>Initiative grant)</i></p> <ul style="list-style-type: none"> ● All Algebra 1 and Geometry classes will implement at least 2 SBA interim assessments before the SBA exam. ● All university bound students will successfully complete 4 years of mathematics to include at least one of the following: Math 107, Precalculus, or CC Precalculus. ● All 2-year and Career and College Ready bound students will successfully complete 4 years of math to include Algebra 2.
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<p align="center">Science 2020 - 2021 Department Improvement Plan</p>		
<p align="center">Improve</p>	<p align="center">Modernize</p>	<p align="center">Prepare</p>
<ul style="list-style-type: none"> ● Science lessons, labs, activities and projects emphasize conceptual learning; not just recall 	<ul style="list-style-type: none"> ● 100% of science teachers will utilize Google classroom on a regular basis this year as a resource for content 	<ul style="list-style-type: none"> ● Science classes will maintain the integrity of a rigorous curriculum that is consistent with

<ul style="list-style-type: none"> • Lessons are characterized by higher order questioning and class discussion, where students are asked to explain their thinking; students are introduced to Costa’s levels of questioning • Purpose of lessons includes “What” and “Why” throughout the lesson; more peer discussion/interaction about personal/relevant connections to learning • Lessons are characterized by a positive, challenging academic environment • Labs are inquiry-based and there is a consistent format used throughout the department with consistent grading rubrics • Students will be asked to organize content into logical structures: thinking maps, graphic organizers using AVID strategies • Class content will increasingly be delivered by focused-note taking with an emphasis on reviewing the notes and asking questions for maximum impact and understanding 	<p>and to do assignments and projects</p> <ul style="list-style-type: none"> • All science teachers will utilize the Active Learning Center/Interactive Classroom in the new STEM wing with at least 1 lesson each semester • Science teachers will utilize the Anatomage table • Science teachers will be trained to use the 3-D printers • Curriculum for all courses will continually be developed on Google drive; as a work in progress, lessons, labs, projects and assignments will be updated and added to as is necessary and most helpful to the best instructional practices and consistent with the NGSS • New curriculum is actively being audated for Biology, Advanced Biology, Chemistry, Advanced Chemistry, Earth Science and Molecular Genetics 	<p>the Next Generation Science Standards</p> <ul style="list-style-type: none"> • Science classes will maintain high expectations with regards to participation, achievement and attendance to help prepare them for the expectations of future college/tech school • All students will take Biology during their 9th grade year; opening up more upper division elective opportunities for their junior and senior years • Students will be knowledgeable about the courses available and the prerequisite courses required for those courses • Students are given multiple options for junior/senior science electives and are provided with information about the electives that will best suit their college and career goals • Students are encouraged to take more than the minimum required science classes • All students will take four years of science
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<ul style="list-style-type: none"> ● Students will improve skills in writing, inquiry, collaboration, organization & reading ● Teachers will score proficient or above on their Powerful Teaching and Learning STAR evaluations 		
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Science Current Goals

- The science department has developed helpful tools from the AVID Summer Institutes that are directly related to science; these were given to each teacher and the department is meeting regularly to learn to implement these tools; science teachers have attended AVID workshops during the 2020-2021 school year
- Students have participated in Gallery Walks as a way to interact with each other and analyze information
- Students do inquiry-based labs and projects in all courses
- Students have regularly been asked to revisit their notes in their science classes; to highlight, review and ask questions
- Students in Advanced Chemistry develop their own inquiry based labs
- All 9th grade students are enrolled in Biology, Advanced Biology or CTE Biology - which gives them more room in their schedules for upper division electives
- All teachers have Google classrooms for each course and/or period. These are used for assignments, class notes, helpful video resources and also as a communication tool
- The science curriculum continues to be updated to reflect the content of the NGSS as well as best practices with an emphasis on AVID strategies and inquiry.
- We continue to have 2 full sections of Advanced Biology and 3 full sections of Advanced Chemistry
- These goals are ongoing - so we will continue to have data and photo evidence to add to this document as the year progresses

- Science teachers use Zoom and other applications as a way to interact with classes and communicate content.

Social Studies 2020 - 2021 Department Improvement Plan

Improve

Modernize

Prepare

Our 8.1 Goal:

The Social Studies Team will collaborate for a year long focus on Powerful Teaching and Learning - STAR Instructional Habits merged with TPEP for evaluation.

STAR (PTL)

- **Concepts and Processes - Model to Learn: STAR Rubric**
 - TPEP Curriculum and Pedagogy - CP3, CP5
- **Question and Discussion - Talk to Learn: STAR Rubric**
 - TPEP Student Engagement - SE1, SE2, SE5
- **Purpose and Expectations - What to Learn: STAR Rubric**
 - TPEP Purpose - P2, P3
- **Environment and Differentiation - Ready to Learn: STAR Rubric**
 - TPEP Classroom Environment and Culture - CEC2, CEC%
 - TPEP Assessment for Student Learning - A3, A4
- **TPEP Professional Collaboration and Communication PCCI (required)**

Agenda:

1. November 2019 Conversations and Focus on Powerful Teaching and Learning collectively and by subject and grade area focus (**1 hour** on 11/4/2019 from 1:00 to 2:00 p.m. Conference Week).
2. Collaborating to create our own Learning Walk and Evaluation Plan related to STAR Protocol (**1 hour** on 11/7/2019 from 1:00 to 2:00 p.m. Conference Week).
3. **December 4, 2019 Department Learning Walk led by ILT Member Ryan Robertson (6 hours) 8:00 to 12:30 Learning Walk; 12:30 - 1:30 Lunch; 1:30 - 3:00 Debrief Learning Walk**
 - a. Learning Walk Meeting room 124, Bob and Jeff may join us.
 - b. Walk Period 1 - Sue's AP World Modern Class
 - i. Debrief Room 124 using STAR Rubric led by Ryan
 - c. Walk Period 2 - Rob's AP United States History Class
 - i. Debrief Room 124 using STAR Rubric led by Ryan
 - d. Walk Period 3 - Ryan's Civics Class

- i. Debrief Room 124 using STAR Rubric led by Ryan
 - e. Walk Period 4 - Trevor's World Class
 - i. Debrief Room 124 using STAR Rubric led by Ryan
 - f. Lunch
 - g. 2:00 - 3:00 Debrief with Evaluating Administrators Bob Walters (Sue, Kelly, Rob, Ryan) Jeff Johnson (Trevor) led by Ryan
4. January 2020 BEREC audit - No Clock Hours, Just an FYI
 5. January 2020 Department Debrief of BEREC audit and review of our STAR Instructional Habits (**1 hour**, date to be scheduled)
 6. March/April 2020 - Department haring our Growth with PTL and planning for our 8.1 work next year. (**1 hour**, date to be scheduled)

Focus Goals 2019 - 2020

- **2019** All Seniors complete The Constitution CBA annually.
- **2019** All social studies students complete one Classroom Based Assessment requiring research, writing, citing sources, and presentation once or more annually (*State model OR team curriculum development and collaboration that meets State requirements*)
- **100%** of Social Studies students use interactive notebooks for instructional learning that include PTL & AVID strategies.
- Trevor Mora mentoring Kelly McGreal.
- Sue Ardington mentoring Trevor Mora as he begins his leadership of the social studies department.

Spring 2019 Equity and Access to Advanced Placement Opportunities - Helping 60% of WFW students demonstrate the skills of emerging readiness and readiness for College Level work through dual credit opportunities (AP & CIHS):

2019 AP World - 86 students took the exam out of 7,512 in Washington State. Globally 300,906 students took the exam. 16.3% of our students scored a 3 or above. An additional 37.2% scored 2 = emerging readiness for college level work.

2019 APUSH - 47 students took the exam out of 8,033 in Washington State. Globally 457,537 took the exam. 17.0% of our students scored 3 or higher. An additional 27.7% scored 2 = emerging readiness for college level work.

2019 Psychology - 35 students took the exam. 3,720 in Washington State took the exam. Globally 63,837 students took the exam. 14.3% of our students earned scores of 3 or higher. An additional 17.1% scored 2 = emerging readiness for college level work.

Ongoing Work

2013 - 2020 Collaborate on instructional practices related to	2013 to 2020	2013 to 2020 Advise a CCR Block for student
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<p>Powerful Teaching and Learning, including monthly focus on The AVID College Readiness system for Social Studies.</p> <p>2013 - 2020 Social studies courses provide opportunities for peer support and ownership of learning through academic discourse, differentiated instruction and assessment, problem based learning, personalized interest, voice and choice.</p> <p>2013 - 2020 Offer programs that support <u>all</u> students toward college entrance and graduation:</p> <ul style="list-style-type: none"> ● World History ● United States History ● Sociology ● Civics ● Psychology ● Northwest History <p>2013 - 2020 Provide rigorous college preparatory opportunities to interested students opening equity and access to postsecondary pathways.</p> <p>2018 - 2020 Provide rigorous college preparatory opportunities to interested students opening equity and access to postsecondary pathways.</p>	<p>Use instructional technology to model for students.</p> <p>Support the Career and College Readiness Block program goals using instructional technology for and with students.</p> <p>Students use instructional technology to access, process and communicate understanding to peers and to initiate their own learning in some way: Google Classroom, Google Docs, Google Slides, Google Spreadsheets, websites.</p> <p>Participate in technology in service offered by the Modernize Team.</p> <p>Use modern communication systems with students, family and community.</p> <p>Recognize students and activities in the Parent Bulletin and other school and district communications.</p>	<p>growth and academic success.</p> <p>Connect learning to relevance for college and career.</p> <p>Stay professionally active to connect our students to the best education and postsecondary opportunities:</p> <ul style="list-style-type: none"> ● 2013 - 2019 Ryan Robertson is a seven year member of the Instructional Leadership Team and mentors our department regularly. ● 2019 Kelly McGreal and Trevor Mora participated in the November AVID workshop ● 2019 - 2020 Trevor Mora and Kelly McGreal participate in the district Mentor-Mentee program ● 2019 Trevor Mora attended the Washington State Social Studies Conference, Spring ● 2019 Sue Ardington, one week summer, Advanced Placement Institute in Bellevue for the new AP World History Modern program. ● August 2018 All department members collaborated on curriculum for a week and established an annual collaboration
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<p>including the majority of students in the first and second AVID cohorts:</p> <ul style="list-style-type: none"> ● 2018 - 2019 Advanced Placement World History 96 students 2019 ● 2019 - 2020 Advanced Placement World History Modern (program change) 107 students of 251 sophomores ● Advanced Placement United States History 79 students of 234 juniors <ul style="list-style-type: none"> ○ 2018 - 2019 56 students ● 2019 - 2020 ● Advanced Placement Psychology <ul style="list-style-type: none"> ○ 2018 - 2019 37 students ○ 2019 - 2020 30 students. 2019 - 2020 30 students. *based on availability of trained teaching staff for this work. ● Political Science 202, Centralia College in the High School <ul style="list-style-type: none"> ○ 2019 - 2020 ___ students Spring 2020 		<p>plan for the school year.</p> <ul style="list-style-type: none"> ● Trevor Mora attended the October 11, 2018 AVID training. He has shared that experience with the team and continues to mentor us with our AVID instructional goals for the year. ● Rob Sande attended the API Institute for United States History in Bellevue, June 2018. He began teaching APUSH fall 2019. ● 2018 - 2019 Sue Ardington and Trevor Mora participated in the AVID book study led by Christine Fralick. ● 2018 Sue Ardington taught for two weeks in China at Guangzhou Foreign School.
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Special Education 2020-2021 Department Improvement Plan

Improve	Modernize	Prepare
<p>1) Goal: Placement in classes will be determined by student academic data for areas of SDI</p> <p>Methods for Success: SPED Staff will utilize STAR Reading and Math tests plus additional academic data, to be determined.</p> <p>Outcome: 90% of student's placement for reading, writing, and math will be determined by student academic data collected by SPED Staff.</p> <p>2) Goal: Provide a clear continuum of education from self-contained classes to general education classes for students with IEPs</p> <p>Methods for Success: Refine master schedule for SPED department focusing on providing classes for areas of SDI.</p> <p>Outcome; 90% of students with IEPs are placed in classes determined to be the least restrictive environment.</p>	<p>Goal: Student will utilize technology to assist with reading, writing, and notetaking.</p> <p>Methods for Success: SPED Staff will provide an opportunity to test IEP students with appropriate assessments (UPAR).</p> <p>SPED Staff will provide opportunities for students to be trained to utilize Snap and Read.</p> <p>Outcome: 75% of students with an IEP will have access to Snap and Read weekly to assist them with reading and note-taking assignments.</p>	<p>Goal: All students with IEPs will successfully complete courses that make them career and/or college ready. Post-high school plans and transitions plans will reflect completion of Naviance assignments, job shadow, community service hours, service to school hours, miscellaneous points, 20 time project, and culminating presentation, or required vocational training program.</p> <p>Methods for Success: All students with IEPs will participate in Naviance and College and Career Readiness activities SPED staff will provide support to students and CCR block advisors to ensure students are completing these activities.</p> <p>Outcome: 75% of students with an IEP will complete their Naviance assignments in CCR Block to determine their strengths, and future goals for education and employment.</p> <p>100% of students will participate in the development of their individualized education plans.</p>

SPED Department Student Growth Goal:

80% of Students with an IEP and qualifying for specially designed instruction for reading will participate in a STAR Reading Assessment on 2 out of 3 tries from September of 2020 to April of 2021.

World Language: French/ASL 2020 - 2021 Department Improvement Plan

Improve	Modernize	Prepare
<p>French: Continue to design, revise and implement appropriate and relevant curriculum that align directly with ACTFL World Readiness Standards and proficiency guidelines.</p> <p>Continue to seek best practices strategies by taking professional development e-courses, work on National Board certification, and collaborate with Kim Hollister.</p> <p>ASL:</p> <p>Lessons include conceptual learning and not just recall: <u>Question and Discussion</u> <u>Instructional Habit</u></p> <p><u>Basic Tasks:</u> Incorporate tasks into lessons that give students the opportunity to reflect and to gain personal meaning, and to build meaningful connections. <u>Complex Tasks:</u> Students think critically about how different ideas are connected both curricularly and in the real world through scaffolded lessons and units. Teachers provide opportunities for students to work together to share knowledge, explain thinking processes, complete projects, and critique their work.</p> <p>Daily immersion in <u>Comprehensible Language</u> : Maximize student opportunities to absorb language in a natural</p>	<p>Continue to use technology on a daily basis through: PowerPoint presentations Google Classroom Pear Deck FlipGrid EduPuzzle French internet sources E-Pals</p> <p>Use technology to create engagement, compare cultures, and create interpersonal communication opportunities.</p> <p>Use of relevant alternate and appropriate media resources to create novelty, relevance, student interest and discussion of world topics within context of target language. (France 24, current songs, Twitter accounts of political leaders and social change activists)</p> <p>ASL:</p> <p>Use of Google Slides, Docs and Classroom to provide visual support to comprehensible language input, and for students to create visually supported language use. Use of daily slideshow to establish routine.</p> <p>Use of social media sources to provide authentic examples of language from native signers.</p>	<p>Aligning classroom environment, student engagement and accountability with skills needed for post-secondary path:</p> <p>Time Management Collaboration with Peers Using Available Resources Healthy study/life habits Increased understanding and Use of grit concepts in all aspects of class and life.</p> <p>Present and discuss topics related to world language proficiency and the positive benefits/relevance for career exploration.</p> <p>ASL:</p> <p>Continued focus on the profession of interpreting and ASL/Deafness related professions. Exploration of educational steps along those professional pathways.</p>

<p>way, focusing on the quality of student attention to the input by use of Interpersonal Communication Skills Rubric.</p>		
<p>French College in the High School classes continue to be a viable choice for students this year, despite challenges with the pandemic. I consistently communicate with parents and counselors to address any specific student needs. In addition, I meet with students every Wednesday to provide additional instruction and opportunities for oral and written communication. All students currently in CIHS courses this year are on track to pass and earn college credit. Based on data and surveys, 95% of students who have taken French College in the High School for at least two semesters agree that it has prepared them for continued post-secondary success.</p>		

<p align="center">World Language: 2020 - 2021 Spanish Department Improvement Plan</p>		
<p align="center">Improve</p>	<p align="center">Modernize</p>	<p align="center">Prepare</p>
<p>Maximize time in class by further refining sanitizing protocols and focusing on efficiency in lesson planning.</p> <p>Coach students in strategies for success during this difficult time.</p> <p>Identify at-risk students and scaffold steps for success.</p>	<p>A goal of the Spanish department is to further explore online tools like Nearpod to improve face-to-face instruction while improving distance learning and access for absent students.</p> <p>Continue to adapt curriculum to online format in order to facilitate return to virtual instruction OR student quarantine.</p> <div data-bbox="618 1493 1002 1562" style="border: 1px solid black; height: 33px; width: 236px; margin-top: 10px;"></div>	<p>The Spanish department will help prepare students for life after high school by teaching them more technology tools and facilitating thoughtful reflection about their work towards goals they have for their future.</p> <p>Due to the online nature of our curriculum this year, we will continue to support students in their digital fluency.</p>

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