

SCHOOL IMPROVEMENT PLAN

FIFE HIGH SCHOOL

IMPLEMENTATION SCHOOL YEAR 2002-2003

Year Three of Network 2000



FIFE HIGH SCHOOL VISION STATEMENT

(DRAFT 2002-2003)

Fife High School
Vision Statement

Our vision at Fife High School is one in which the students, staff and community work together to create an environment in which students achieve to their fullest potential academically, socially and emotionally.

In order to realize this vision, we believe that:

- teachers are collaborative leaders of instruction and inventors of engaging work that meets the needs of all students, regardless of their learning style.
- all students have the opportunity to achieve more when given authentic work, adequate time, proper tools and assistance.
- Fife High School will be safe, clean, and disciplined to allow for a protective (positive) learning environment.
- students and staff will consistently demonstrate respect and dignity for each other.
- Students and staff are recognized for their individual contributions and personal growth and development.

Student Objectives

By thinking analytically, logically, and creatively, students are able to:

- feel empowered to reach their potential academically, socially and emotionally.
- maximize their abilities in reading, speaking, listening and writing.
- apply the core principles of mathematics, social, physical and life sciences, civics and history, geography and technology to their daily lives.
- demonstrate a sense of social responsibility and duty toward self, others, community and country.
- demonstrate the importance of work as it relates to performance outcomes and preparation for future career and educational opportunities.
- recognize and appreciate the values of the fine arts, music, drama and literature.
- integrate experience and knowledge in order to form reasoned judgments and solve problems.

DOCUMENTATION OF ADEQUATE PROGRESS
For the 2001-2002 Fife High School
School Improvement Plan

Goal Area # 1: To increase state standardized test scores for both the WASL and the ITED.

Specific School Objective # 1: Show an increase in the WASL test scores. Goals in the areas of Math and Reading will exceed state standards by 10%. Achievement percentage goals for 2002 were (Math 49% and Reading 67%). In addition, Fife High School wanted to have the highest ITED scores in our league.

- Prep period meetings focused on the WASL test and test questions.
- Sent subject specific staff members to WASL training (Math and Science).
- Building principal attended WASL conference.
- Established plan for rewarding superior effort on the WASL. (3 C's)
- Prep work prior to the test with English and Math teachers.
- Had community members serve drinks and treats in the morning prior to the test. In addition, Booster Club in conjunction with COSTCO provided treats for students during test.

Result:

- WASL scores
- ITED scores increased in all areas from last year. We placed (?) in our league.

Goal Area #2: Fife High School will offer students engaging work designed around the ten design qualities from Standard Bearer Schools.

Specific School Objective # 2: To increase the level of satisfaction regarding student work in the Harris Survey by .3.

- Developmental Team defined the levels of engagement to all staff in meeting. Developmental Team modeled various sample lessons as a way to evaluate student engagement. Articles regarding student assessments were distributed and read.
- All staff participated in discussions on the levels of engagement. Each staff designed a subject specific student assessment of a chosen lesson. This assessment and the results was presented in small groups during prep period meetings.
- Descriptive reviews were introduced and practiced throughout the year.

Result:

Harris survey results indicate that student satisfaction regarding teaching increased .3 from 7.4 to 7.7 and parent satisfaction in curriculum increased .7 from 6.9 to 7.6. Staff results show an increase in career satisfaction by .4 from 8.1 to 8.5, and an increase involvement at .2 from 7.2 to 7.4.

NEEDS ASSESSMENT

For the 2002-2003 School Improvement Plan

A comprehensive needs assessment was conducted by our staff, Parent Advisory Council and Site-based Council. The following are the components of our comprehensive needs assessment:

- 2001-2002 Network 2000 Standard Bearer Assessment Report
- 2001 SAT/ACT Test results
- 2001-2002 Harris Interactive Survey results
- Parent Advisory Council feedback
- Site-Based Council Input
- 2001-2002 Annual Performance Report
- Ed Performance Test Results

Needs identified through the Harris Interactive Survey:

- Increase positive communication to home.
- Continue to explore opportunities for advanced course curriculum.
- Continual to explore opportunities for parental involvement.

Needs identified through faculty and administration:

- Increased administrative communication and positive recognition of staff.
- Clarify and communicate the role of the Site-Based Council in the decision making process.

Needs identified through achievement data:

- Institute a reading program to assist struggling readers identified by Ed Performance test results.
- Emphasis on vocabulary in all curriculum areas based on ITED and Ed Performance results.
- Continue to examine the WASL test to ensure that curriculum is aligned with state standards.

ADEQUATE PROGRESS FOR THE 2002-2003 SCHOOL IMPROVEMENT PLAN

1. The 2002-2003 School Improvement Plan includes goals and objectives relative to standards 1-6 in the Fife School District Network 2000 project as well as plans for strategies and activities designed to address standards 7-10.
2. Adequate Progress for the 2002-2003 School Improvement Plan will be achieved when 3 of the 3 stated goals have been met.

NETWORK 2000 STANDARDS TO BE ADDRESSED

FIFE SCHOOL DISTRICT STANDARD 1:

DEVELOPING A SHARED UNDERSTANDING OF THE NEED FOR CHANGE:
The members of the board of education, the superintendent, central office staff, principals, teacher leaders, leaders of parent organizations, and key community leaders have a common understanding of the nature of the problems and opportunities that confront the school district and base their decisions of these issues on a common body of fact and information.

Specific School Objective # 1: Fife High School will continue to establish the understanding of the need for change in order to create a continuous school improvement program.

Established Need: The key component of the Standard Bearer Standard philosophies is that we continually examine the work we give students. This is a systemic approach to continual change.

Strategy/Action Plan:

- Examination of all data from needs assessment.
- Presentation to staff Phillip Schlechty's book, Working on the Work.
- Presentation by developmental team on student assessment and engagement for work in Standard 3.
- Improve communication with parents regarding policies, practices and student achievement data.

Evaluation Plan: Increase in the Harris Interactive Survey by .3 in overall satisfaction by both students and parents. Every staff member will present student engagement assessments in prep period meetings as well as participate in lesson protocols.

Statement of Adequate Progress:

It is the goal of Fife High School for 100% staff participation with student engagement assessments with particular focus on levels of student engagement. We will continue

through the direction of administration, developmental team and site-based council to emphasize to improve the work we give students.

FIFE SCHOOL DISTRICT STANDARD 2

DEVELOPING SHARED BELIEFS AND VISION:

The school district and its community develop within the local context a compelling vision of what schools can be and how schools should be related to the community-a vision capable of earning wide support in the school district and in the community and consistent with a set of well-articulated beliefs regarding the nature of schools and the schooling enterprise.

Specific School Objective:

Review Fife High School's Beliefs and Vision statement with input from Site Based Council and presentation to the Parent Advisory Council for input and approval. An emphasis this year is to align our beliefs and vision statement with Standard Bearer language.

Established Need:

Standard Bearer philosophies direct that building beliefs and vision statements alignment with district beliefs and vision, as well as community beliefs and vision.

Strategy/Action Plan:

- Present revised vision and mission statement to staff during retreat.
- Annually present adopted beliefs and mission statement to Site Council for potential changes and/or approval.
- Annually present update to Parent Advisory Council for potential changes and/or approval

Training Plan:

Review adopted beliefs and mission statement with staff and upgrade posters as needed.

Evaluation Plan/ Statement of Adequate Progress:

All decisions made within building would be in-line with the beliefs and mission statement. Mission and vision statement would be visible on website and in classrooms.

FIFE SCHOOL DISTRICT STANDARD 3

DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

Throughout the school district there is a clear focus on students and on the quality of the work provided to students. Work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community.

Objective #1

Institute a reading program to assist struggling readers.

- Ed Performance test results indicate that we have sophomores below grade level in reading.
- Last years WASL results indicated that 23% of the current junior class did not meet state standards in reading.

Strategy for Solution

Christine Carnrite was sent to training this past spring and summer.

Materials were purchased over the summer.

All 10th graders will be tested within the first few weeks of school using Ed Performance.

Develop a pull out model that allows students to get assistance without losing the opportunity of other class choices.

Progress Evaluation

Student performance gains will be verified through pre and post testing.

2003 WASL test scores should increase over last year.

Objective #2

Implement tools for assessing student engagement in the classroom.

- Continued work in Standard Bearer indicates the need to have a standardized system for assessing the engagement levels of students in the classroom.
- Harris Survey results indicate that students feel the work they are being given could be more engaging.

Strategy for Solution

Continue with the work we began last year during prep period meetings in developing a variety of assessment tools that could be used in the classroom.

Ask for staff volunteers to carry out a prolonged evaluation process and report to their peers how this data affected their lesson designs.

Continue to use descriptive reviews and lesson protocols to improve lesson development.

Progress Evaluation

Increased engagement of students based on lesson assessments.

Increased Harris Survey results by .2 with students and parents in regards to curriculum and school atmosphere.

Objective #3

Continue to examine the scope and sequence of 6-12 Standards of Learning.

- Staff surveys from the last year indicate a desire to spend more time on curriculum 6-12.
- Need exists to clearly define scope and sequence of curriculum 6-12 with the opening of Columbia Junior High.

Strategy for Solution

Dedicate time on either LID days or Standard Bearer days to meet with staff from SLMS and FHS to examine and discuss the Standards of Learning.

Continued work with Dr. Harruff on curriculum adoption (English / Science).

Progress Evaluation

Increased awareness and implementation of the Standards of Learning 6-12.

Scope and sequence of curriculum for transition from Columbia Junior High to Fife High School is established.

2003 WASL scores will improve.

Objective #4

Increase state standardized test scores (WASL/ITED). Goals in the areas of Math and Reading will exceed state standards by 10%.

Math 2001:	41.7%	2002:	49% (45%)	2003:	58%	2004:	65%
Reading 2001:	61.3%	2002:	67% (77%)	2003:	84%	2004:	90%

In addition, it is the goal of FHS to continue to increase the percentage of students who pass both the writing and listening portions of the WASL by 5% annually.

Listening 2001:	84%	2002:	91%	2003:	96%	2004:	100%
Writing 2001:	39%	2002:	66%	2003:	71%	2004:	76%

Show a continued improvement in our ITED scores, with a goal to have the highest scores in our league.

Strategy for Solution

Present test results to staff during retreat and discuss strategies for improvement.

Use prep period meetings to look at questions released by OSPI.

Send interested staff to WASL training in February. They will become trainers on staff.

Continue incentives developed last year.

Progress Evaluation

Meet goals on both WASL and ITED test scores for 2003 school year.

Objective #5

Develop a plan for how the 4 P's (Plan, Pathway, Port-folio and Project) should be instituted at Fife High School.

- Graduation requirement for the class of 2008 (HB 1209)

Strategy for Solution

Use retreat to educate and brainstorm ideas for the implementation of the 4 P's. Standard Bearer days will be used (working lunches) for brainstorming and discussion. Develop committees for each area that will bring recommendations back to faculty.

Progress Evaluation

We will have a plan for how FHS will implement the 4 P's by the end of the school year.

FIFE SCHOOL DISTRICT NETWORK 2000 STANDARD 4:

DEVELOPING STRUCTURES FOR PARTICIPATORY LEADERSHIP:

The school district develops patterns of leadership and a structure of relationships such that teachers are leaders, principals are leaders of leaders, and all school-district activity is focused on providing direction and support for schools.

Specific School Objective: To increase the opportunities for participatory leadership in the building.

Established Need: The premise of the Standard Bearer philosophy is that teachers are leaders and inventors of work for students. In that context every opportunity must be given to staff to increase their leadership skills and practice them in a variety of settings outside of the classroom.

Strategy/Action Plan:

- To make the Needs Assessment Report available to staff and to seek ways to get more staff involved in building and district leadership capacities.

Training Plan: Developmental Team will assist in explaining the information described in the report and define the meaning for Fife High School. In addition, administration

will work directly with the Site-Based council in defining the roles and decision-making capabilities of the group.

Evaluation Plan: Increased ratings of satisfaction on the Harris survey by .2 in the area of involvement (opportunities for staff) as well as increased volunteers in leadership capacities.

Statement of Adequate Progress:

Increase the number of members on the Developmental Team and other leadership opportunities in the building.

FIFE SCHOOL DISTRICT NETWORK 2000 STANDARD 5:

DEVELOPING STRUCTURES FOR RESULTS-ORIENTED DECISION-MAKING:

The school district develops a results-oriented management system and a quality focused decision-making process that are consistent with the beliefs that guide the system and that ensure that the measures of quality conform with the requirements of those who provide support to students and the schools.

Specific School Objective:

To evaluate the decision making process at Fife High School. Decisions are based upon input from all concerned parties and relevant data.

Established Need:

Needs Assessment Report indicate a need to clarify the decision making process within each building.

Strategy/Action Plan:

- Revise Vision / Mission Statement for FHS.
- School Improvement Plan is presented to staff at retreat along with data to support the yearly objectives.
- Share Needs Assessment Report with staff and discuss the areas that are relevant to our building.
- Continue to utilize the district web site, monthly newsletter and other forms of communication to ensure the community is well informed of school accomplishments, objectives and student experiences.

Training Plan:

Site Council will assist in explaining the information described in the report. In addition, Fife High School will continue to examine the decision-making processes to ensure consistency and alignment with building and district philosophies.

Evaluation Plan:

Increased rating satisfaction on the Harris survey by .2 in the area of involvement (opportunities for staff).

Statement of Adequate Progress:

Site Council roles are clearly defined. Increase the communication with staff in regards to the processes involved with building decisions.

FIFE SCHOOL DISTRICT NETWORK 2000 STANDARD 6:

DEVELOPING STURCTURES FOR CONTINUITY:

The school district provides for stability in leadership, structure, and culture over time, including support for innovative efforts that produce desired results.

Specific School Objective:

To build upon the current district induction program for new staff to Fife High School. Continue to develop induction process for new students to our district.

Established Need:

New staff hires as well as new students to our district need to have an induction program that allows them understand the “Fife Way”. This process would include the understanding of building processes (rules and regulations) as well as the culture of Fife High School and structural support that exists.

Strategy/Action Plan:

- Work with Site Council in developing an induction process for new staff to Fife High School.
- Work with Link Crew Leadership and ASB Leadership in developing an induction process for students.

Training Plan:

- When such plans are developed, we will seek input from new staff and students for evaluation purposes.

Evaluation Plan:

- Increased rating satisfaction on the Harris survey by .2 in the area of involvement (opportunities for staff).

Statement of Adequate Progress:

- * Induction plans are developed for both students and staff.

STRATEGIES AND ACTIVITIES RELATIVE TO STANDARDS 7-10:

STANDARD 7: Providing Ongoing Support

The school district provides systems of training and development, incentives, and social and political support for those who are committed to the district's beliefs and vision and widens support for the pursuit of the beliefs and vision among all members of the community.

STANDARD 8: Fostering Innovation and Flexibility

The district develops a policy environment and management system that foster flexibility and rapid response; that encourage innovative use of time, technology and space; that encourage novel and improved staffing patterns; and that create forms of curriculum organization that are responsive to the needs of students.

STANDARD 9: Employing Technology

The school district and community display a common understanding of the transformational nature of changes in information-processing technologies, and the district provides all students and adults who work in the schools the tools required for quality work.

Standard 10: Fostering Collaboration

The school district encourages and supports the creation of relationships within the school district, between schools and parents, and among those agencies and groups that provide service to children and youth, in order to ensure that each child has the support needed to succeed in school and in the community.

Established need: Based on the work done last year with Standards 4, 5, 6 during our second year in the Standard Bearer Network, we need to continue moving forward with Standards 7, 8, 9, and 10 in order to systemically improve the quality of the programs that we provide our students.