

**2006-2007 Secondary School Improvement Plan
for The MSHF Academy at Todd Beamer H.S.**

Nine Characteristics of Effective Schools	Whole Staff	Specialists	Others: (list by dept.)
I) Clear and Shared Vision and Purpose <ul style="list-style-type: none"> • School Demographic Profile Comparative Data • Mission/Vision Statement • Student Achievement Data • School Improvement Plan 	Goal: All Means All <ul style="list-style-type: none"> • All Students College Ready by 2008 • All staff engaged in continuous professional growth in support of the Academy Learning Plan and the Three-Year Strategic Plan focusing on <ul style="list-style-type: none"> • Rigor • Personalization – on-going development of Advisory and increasing the reality of student “ownership” by advisors • Demonstration of Mastery • Standards Based Instruction - Aligning instruction with assessments and grading 		
II) High Standards and Expectations <ul style="list-style-type: none"> • Pre AP & AP targets Evaluated & Monitored • Achievement Targets/Goals for District and NCLB • Grade Level and Dept. Goals -Data-based Instructional Goals 	<p>Students highly engaged in their own learning all period for every period</p> <p>Teachers responsible to motivate high classroom attendance and Advisors making phone calls home if attendance becomes a problem</p> <p>Every educator has a coach and is coached</p> <p>Bell-to-bell instruction</p> <p>Classroom walls used as learning tools: snapshots, homework, student work, rubrics, exemplars, word walls</p>		<p>Academy Principal evaluation of teachers based on Teaching for Learning Standards. Continuous involvement in CPDP will be determined by implementation of successful teaching and learning as outlined in this plan. Failure or refusal will result in alternative forms of evaluation.</p> <p>Expectations for 2007 WASL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 99 in writing and reading <input type="checkbox"/> 70s in math <input type="checkbox"/> 60s in science

<p>III) Effective School Leadership</p> <ul style="list-style-type: none"> • Culturally Proficient Leadership • Strong Instructional Leadership • Cohesive School Growth Plan • Discipline Data Analysis 	<p>Relationships based on respect at every level</p> <p>Distributed leadership model utilizing a combination of teacher-leaders, students and parents. Meetings are held weekly and an on-going list of Future Business in order to help the academy facilitate problem solving in a timely manner.</p> <p>Teacher leadership is sought and groomed continually. The DT (teacher coach) positions are rotated on a two-year basis, administrative internships are encouraged, and membership on the leadership team is encouraged to be rotated in order to nurture on-going leadership development.</p> <p><u>Challenges we face:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing grade level advisory programs <input type="checkbox"/> Improving communication systems 	<p>School leaders are knowledgeable regarding effective classroom practices/programs that support the learning for Ells, and reinforce this focus through frequent classroom visits. Leaders utilize disaggregated data to increase academic performance.</p>	
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<p>IV) High Levels of Collaboration and Communication</p> <ul style="list-style-type: none"> • Poverty & Diversity Appropriate Strategies • CFG Protocols/Articles • Grade Level Team Meeting Minutes • Staff Agendas • Waiver Day Agendas • Coaching/Mentoring Plans • Action Walks 	<p>Challenges:</p> <ul style="list-style-type: none"> □ Communicating effectively and efficiently with families <p>Titan Tip-Off</p> <p>Academy Advisory program</p> <ul style="list-style-type: none"> • Parent email addresses used to disseminate newsletters and other information <p>The TPT to implement the Communication plan developed the fall of 2005.</p> <p>Staff handbook</p> <p>Course Catalog used in guiding parents and students to make appropriate decision at registration time and provide important background information about programs, the small school philosophy and supporting programs.</p> <p>Sm. learning communities & 90- minute teacher planning</p> <p>Web page updated bi-monthly</p>	<p>Visions of “effective” English Language Development (ELD) instruction and “essential language and academic content” are developed collaboratively, widely held and observable at the classroom level.</p>	<p>Vertical & horizontal teaming</p> <p>Wkly. Admin. planning followed by academy office staff planning</p> <p>Distinguished Teacher model used to communicate with teachers one-on-one</p> <p>Weekly academy meetings planned by the TPT with on-going whole staff input</p>

<p>V) Curriculum, instruction, and assessment aligned with standards</p> <ul style="list-style-type: none"> • Instructional Strategies Identified & Data Driven using demographics to drive selection • Instructional Programs • GLE's • Report Cards • Exemplary Lesson Plans • Culturally Proficient Instruction 	<p>Challenges we face:</p> <ul style="list-style-type: none"> <input type="checkbox"/>Aligning standards based instruction, assessment and grading <input type="checkbox"/>Insuring that portfolios are used both as learning tools and evidence of learning <input type="checkbox"/>Developing grade level advisory programs <input type="checkbox"/>Developing freshmen and sophomore core team <p>GLE based instructional planning</p> <p>Portfolios accessible to students at all times and are used for goal setting (#A-3). Portfolios started first week and reflect specific GLE strands in need of improvement</p> <p>Exemplars (#IS-1) of student work developed by course posted visibly</p> <p>Student-centered instructional methods (aiming at high student engagement) Literacy embedded in every curriculum CRAVE (#IS-1) model used for consistent student reflection</p> <p>Teacher "Brag Wall" for sharing effective lessons</p> <p>School-wide Instructional strategies: C.R.A.V.E. Reflection tool, Socratic Seminars, Word Walls , KWL, Reciprocal Teaching, Cornell Note taking, Think Alouds, Graphic organizers</p> <p>Flexibility in scheduling and the assignment of credit based on meeting standards.</p>	<p>Teachers collaboratively develop and implement strategies that are researched-based for ELLs. These strategies are aligned with the State English Language Development standards, Grade level Expectations, and NCLB State and Federal assessments</p>	
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VI) Frequent Monitoring of teaching and learning <ul style="list-style-type: none"> • Portfolios • Student-led Conferences • Promotion • Report Cards – grades by teachers by students • Progress Reports • Hot List/Intervention Team • Team &/or dept. goals • Course Assessment data • OSPI Comparative Data • Parent Communication 	SLCs, Portfolios, Formative and summative assessment data (#A-2), walk through data, teaching for learning standards, CPDP, Portfolio Reflection sheets with C.R.A.V.E. template WASL scores, Graduation rate, “F” lists	The school implements a system-wide framework for using data to inform and to work together in closing the achievement gap. Leaders take part in coaching, and walk throughs looking for evidence of teachers using researched-based ELL strategies	All professional development and evaluation overseen or conducted by Academy Principal Frequent informal observations by DTs and peers.
VII) Focused Professional Development <ul style="list-style-type: none"> • Training Plans – Cultural Competency & Poverty Understanding • Staff Evaluation • Professional Development Plans (past 3 years) • Workshop Targets • Dept. staff development 	District directed staff development: Literacy Days, Waiver Days Distinguished Teacher model		
VIII) Supportive Learning Environment <ul style="list-style-type: none"> • Building Handbook • Training (safety, harassment, health) • Culturally Competent Communication 	Frequent walk-throughs and feedback by DTs and school administration Small learning academies (#S-2, 3 & 5) 90 minute block schedule (#S-7), Differentiated instruction (#A-3) Advisory (#S-4), Career specialist, DTs, Relationship-focused environment	Classroom activities and resources are culturally responsive and reflect the diversity of the student population. System-wide, teachers implement culturally responsive education practices	Core teams meet weekly and focus in part on assessing overall student achievement

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<p>(IX) High Level of Community Involvement</p> <ul style="list-style-type: none"> • SLT/PTA Activities • Parent Groups • Volunteer hours/month • Community Resources/Partnerships • Outreach to clients of diverse backgrounds 	<p>PTSA, Booster Clubs, Parent Volunteers</p> <p>SLTs</p> <p>Open house SLC Bi-Monthly newsletters Frequent tours</p> <p>Focus Group meetings with incoming 8th grade families</p>	<p>The impact of ELL parent and community participation is observable at both the classroom and individual student levels.</p>	
<p>(X) Technology</p> <ul style="list-style-type: none"> • District Technology Plan • LAD • Data Driven Professional Development • Informer 	<p>LAD</p> <p>District Technology Plan Technology Levy Data Driven Staff Development Pilot Report Card Informer</p> <p>Academy web page with information directed towards teachers, parents and students Standards based chat room set up by A. Beard Lesson planning rubric template and rubrics set up by A. Beard and M. Simmons</p>	<p>All teachers will access the (LAD) to better understand the academic backgrounds and language proficiency levels of their ELLs in their classroom.</p>	<p>Principal Viewer</p>