

# *School Improvement Plan Report*

**Name of School:** White Pine High School

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## **Report Date:**

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# *Part 1: Profile*

This portion of our school improvement plan presents an overview of student performance data, student and community information, school characteristics, and stakeholder perspectives, and school processes and practices. It also explains the process we used to develop the profile.

## **A. Celebrations, Highlights, Distinctions**

- 2004 High Achieving (Nevada Department of Education).
- 2005 High Achieving (Nevada Department of Education).
- 2006 Exemplary (Nevada Department of Education).
- 2007 High Achieving (Nevada Department of Education).
- 2008 High Achieving (Nevada Department of Education).
- 2009 High Achieving (Nevada Department of Education).
- 2010 High Achieving Growth (Nevada Department of Education).
- 2006 Nevada Model School (Nevada Department of Education).
- 2007 Nevada Model School (Nevada Department of Education).
- 2007 Nevada Model CTE School (Nevada Department of Education).
- 2007 National Model School (International Center for Leadership in Education).
- 2007 Model Professional Learning Community (Solution Tree).
- 2005 Weekly professional development embedded into school week.
- 2005 School Administrator of the Year (Nevada Association of School Boards).
- 2005 State Champs in Softball, Baseball, and Girls' Basketball.
- 2008 Band and Choir programs earned Superior ratings in competition.
- 2007 and 2008 participants in the International Thespian Festival.
- 2007 Marketing CTE class.
- 2007 2012 Law Enforcement CTE class.
- 2005 Freshman Achievement added as requirement to help transition freshmen into high school.
- 2006 Senior Achievement added as requirement to help transition seniors into the real world.
- 2008 Academic Decathlon team added to interscholastic activities.
- 2008 Nevada Health Occupations Students of America board members.
- 2004-2008 student participants in the Nevada State Science Fair.
- 2009 State Champs in Spirit Squad Competition.
- 2009 AP courses added.
- 2009 State Vocal Finalist.
- 2009 State HOSA Gold Medal Winners.
- 2010 Small Business Entrepreneur class.
- 2010 School-wide grading expectations established.
- 2009-2012 Construction class.

- 2010 Weekly Advisee meetings added to help students connect with adult.
- 2010 Weekly progress reports distributed to students so they always know how their grades correlate with their learning.
- 2011 State Runners Up in Softball!
- 2011 State Runners Up in Girls Basketball!
- 2011 Division Champs in Track!
- 2011 More graduates crossed the stage than any year since 1996.
- 2011 Athletics Advisory Committee added to increase community support in athletics.
- 2012 Debut of Foods and Nutrition program.
- 2012 “How To” presenters at National Model Schools Conference (International Center for Leadership in Education).
- 2012 Presenters at Center of Excellence in Leadership of Learning conference.

## **B. Student Information**

WPHS’s students’ academic performance has improved since the last self study. As part of the last improvement plan, teachers began analyzing student data on a regular basis. The areas of Thinking and Reasoning, Communicating, and Learning to Learn were selected as school-wide broad based goals. Each team has selected goals directly linked to student performance under these categories.

The school-wide emphasis has been on Thinking and Reasoning. Specifically, teachers have embraced the Rigor and Relevance framework developed by the International Center for Leadership in Education. For the last two years, students have participated in Quadrant D activities which require them to engage in thinking skills on the high end of Bloom’s Taxonomy and to adapt these thinking skills to real-life predictable and unpredictable situations. It is realized that there is not always a “standard” way to measure whether or not students are improving in the important skill of Thinking and Reasoning. One way this has been attempted is through altering common assessments teams administer to being skills-based and performance-based as opposed to multiple choice.

In recent years, the staff has become much more focused on getting students to the “Exceeds Standard” level and focusing on Stretch Learning.

The biggest area of concern is students’ writing. All staff members recognize that writing is an extremely important part of students’ success later in life. However, students’ performance on the HSPE Writing has declined in recent years.

The attendance rate is also an area of concern. This has declined each of the last six years. Obviously if students are in class more frequently, their performance will improve.

Four specific programs were put into place to help students with the Learning to Learn goal. These are in addition to the school’s Planners and Portfolios program, in which students develop a four year academic plan with social, career, and academic goals and then collect evidence of their accomplishment of these goals. The first program put into place was Freshman Achievement. This was done after data analysis revealed that students were dropping out not because of the heavy load their junior and senior years, but because they had not understood the importance of getting off on the right foot their freshmen year. As a result, the freshmen failure rate has declined dramatically in the last three years. Accordingly,

the drop out rate has also declined. The second program put into place was Senior Achievement. This class was designed to increase the rigor and relevance of the senior year. It helps students focus on real life skills like resume building, job interviewing, applying for college, completing taxes, balancing budgets, solving problems, communicating, and dealing with other life issues. The graduation rate has steadily increased since this program was put into place three years ago. Last, a Mandatory Tutoring initiative was implemented to help students see the necessity of completing assigned work and giving them the extra time and support sometimes needed to achieve mastery. The last, and probably most all-encompassing initiative put in place to promote students' stretching is WPHS's Outcome Based Grading System. In this system, points and percentages are replaced with a rubric system that is designed to promote students' thinking at higher levels, consistent with our Thinking and Reasoning, Communicating, and Learning to Learn school goals.

Student performance data is presented in Appendix 1B.

### **C. Community Information**

Ely, Nevada is a small town located in the county of White Pine. Its first inhabitants were attracted by the grassy meadows, water, and towering mountains, as well as the lure of potential fortunes to be made mining gold and silver. By 1880, our town had acquired its name and a population of several hundred. After a fire in neighboring town Hamilton, Ely became White Pine's county seat in 1887.

Ely's economy has nearly always been dependant on mining. Although originally prospectors came to the area looking for gold and silver, it was copper that brought our town fame in its early days. Mark Requa founded the Nevada Consolidated Copper Corporation in the early 1900s and, after securing financing, built several rail lines. This allowed for copper deposits throughout the county to be mined, transported, and refined.

Later, the Kennecott Minerals company operated a profitable mining business in Ely and neighboring towns. It was a major employer in the area, and many were devastated when it closed its doors in the 1970s.

Ely struggled during the 1980s because economic conditions in the town were not conducive to supporting new businesses. In the 1990s, Broken Hill Proprietary established itself as a major employer. BHP mined gold primarily. However, as is the case in most mining towns, booms only last for a limited time. BHP closed its operations in 1999 and, consequently, 12% of our town's workforce was affected. Many were forced to relocate. Between 1999 and 2002 our town has seen hundreds of families leave the area.

Today, Ely's main employers consist of the Ely State Prison, the Bureau of Land Management, the Forest Service, Robinson Nevada Mining, and the White Pine County School District. Although many efforts are being made to make tourism a major trade in Ely, the reason it has not gone the way of most other defunct mining towns is the presence of so many government related jobs.

White Pine County is, geographically, one of the largest in the United States. It covers more square miles than the state of Massachusetts. Ely is the largest town in the county. White Pine is estimated to contain 8766 inhabitants currently.

Relatively few of Ely's residents have received a significant amount of higher education, with only 12% attaining a bachelor's degree or higher. This compares with 18% in the state of Nevada as a whole. Nearly 10% of the population speaks a language other than English at home. The median household income in White Pine is \$36,688, which

compares with \$44,581 in the state of Nevada. Eleven percent of White Pine's residents live below the poverty line. Figure 3 shows White Pine's population by ethnicity.

Real estate values in White Pine are particularly deviant from the norm in Nevada. Many of the homes located in East Ely were actually relocated from Old Ruth when copper veins were discovered beneath the town. The entire town was relocated; some of the houses went to New Ruth and some came to Ely. These are all fairly small dwellings—originally less than 1400 square feet. Besides being moved to East Ely, some of these homes were moved to what is referred to as the Terrace—a neighborhood located on the hill on the south side of Main Street. Since being relocated, many of the homes' occupants have dug out basements so that they have more room. These are some of the reasons for the low real estate value of White Pine County.

Ely has a core group of residents who have inhabited the city for a long time. They are committed to diversifying our town's economy. Their major efforts relate to attracting tourists. The fruits of their labor include two recent All Class Reunions that took place in the summers of 2000 and 2006, which brought a combined total of more than 3000 alumni together. Recently Ely hosted a global mural conference which attracted many visitors. Community leaders also use such attractions as Great Basin National Park, the White Pine County Golf Course, and the Ghost Train of Old Ely to lure visitors during the summer months.

Community members have also worked hard to beautify Ely's downtown area. World renowned muralists have come to our town to paint scenes from the old west onto downtown buildings. Property owners have been encouraged to keep their lots—vacant ones included—free from weeds and trash. Public areas, such as the park near the library, have had decorative cement work completed, light posts added, and statues erected. These things are done in an effort to attract businesses which will stimulate the fragile economy in Ely and White Pine County. The Renaissance Village, featuring restored historical homes, is a cultural gathering place for locals and visitors alike.

On the political front, leaders are working to make Ely a more child-friendly place. Plans are in the works for a swimming pool to be constructed. This would give younger people something to do during the long winter months of northern Nevada. Recently, county funds built a skate park that is adjacent to WPHS. Many local youth use this park to gather and recreate.

## **D. School Processes and Practices**

White Pine High School is a public, rural high school. The history of White Pine High School parallels the history of White Pine County. When the population of the county boomed so did the population of the school.

For most of WPHS's life, the school was located in downtown Ely, Nevada on Main Street. Students always spent their lunch hours frequenting the local drug stores and convenience markets. The downtown merchants, in return, catered to the students because a great deal of their profits occurred when the students were released for lunch.

The school was in operation during the earliest years of the town, beginning in the 1880s. At first, students traveled in from all areas of eastern Nevada and western Utah to attend WPHS. Many of them stayed for months in the school's dormitory.

WPHS's enrollment peaked in the 1960s at about 800 students. WPHS was one of Nevada's largest secondary schools during that time. Main rivals included Elko High School, Las Vegas High School, and Basic High School.

In the 1980s Ely experienced an economic disaster as the main employer in the area, Kennecott Copper, closed its doors. Many people left the area. WPHS's enrollment suffered as well, and dropped during this period to less than 370 students.

The 1990s brought with them renewed prosperity to the area as gold prices increased. New mines began operations. Additionally, Ely State Prison was completed and began functioning as one of only several Nevada maximum security prisons. WPHS's enrollment again swelled to more than 520 students.

However, as the 1990s wound down, recession again plagued the Ely economy. BHP, the largest gold mine in the area, declared bankruptcy and ceased operations. This closure affected WPHS drastically. At the end of the 2002-2003 school year, WPHS had only 370 students, a 15% drop since 2000.

In the last five years, the enrollment has increased slightly with 2005 being the highest at 435. Last school year's enrollment was 410.

WPHS completed its last accreditation self study in 2004. During this process, a school improvement plan was built that has remained in place (with updates and adjustments here and there) for the last five years. This improvement plan directed staff members to place school improvement at the forefront of their everyday operations. Accordingly, many significant changes have taken place since that time. Staff members have truly embraced the professional learning communities approach to school governance. There is a focus on collaborating about student learning, a results orientation, an action research philosophy, and a desire to continuously improve.

These philosophical changes have resulted in many day to day differences between WPHS and traditional schools. First, teachers are organized into teams. These teams' sole purpose is to work together interdependently towards the common goal of improving their students' collective performance. This is done through identifying what the students must learn, commonly assessing what they should learn, and responding by need to those who don't learn and those who are excelling. Teachers have time within their contract day to have structured conversations about how to best do this. Moreover, professional development has moved from being isolated and random to sustained and strategic. Every week, teachers engage in learning that helps them be better. All professional development is aligned with the most recently revised school improvement plan.

The changes in practice and culture are ones that the school feels strongly must be communicated and indoctrinated into new staff members. For the last three years, the district has sponsored an intensive induction program for new teachers. This requires five days of instruction before school begins and periodic evening meetings and trainings throughout the year. A great deal of this time has been spend helping new teachers understand where we've been and where we're going. The professional learning communities model, block schedule teaching, the Rigor and Relevance framework, balanced assessment, and classroom management are all topics that have been addressed during professional development.

These accomplishments have allowed WPHS to be recognized within the state and nation as a leader of innovative school improvement practices. WPHS was recognized in 2006 and 2007 as a Nevada Model School. In 2007 the school was awarded the distinction of being a Nevada Model CTE School. Also in 2007, WPHS was recognized by the International Center for Leadership in Education as a National Model School. It is believed that with continual tweaking of the current practices along with a collective commitment to doing what yields results will help the school continue on its journey to helping students succeed at the highest levels possible.

The results of the NAAS Standards Survey are presented in Appendix 1D. Also presented in Appendix 1D are the results of the WPHS Survey of Practices given to teachers in 2007 and 2008.

## **E. Stakeholder Perspectives**

As part of the school improvement process, WPHS contracted with the Family Friendly Schools organization to conduct a survey about parents' perceptions of the quality of education at the school. These results are presented in detail in Appendix 1E. In summary, however, most parents felt that WPHS has a warm and welcoming environment, effective two-way communication, and a high degree of engagement. Most parents were still positive about support for home learning, but to a less degree.

Additionally, WPHS administers a yearly survey to staff members that asks them to respond to school improvement initiatives, professional development, and professional learning communities practices. This survey was first administered in 2007. The responses were positive and indicated that staff members felt the changes that had been implemented through the professional learning communities approach and school improvement had been effective. In 2008 the same survey was administered and the results were strongly positive. These results are presented in detail in Appendix 1D.

A series of focus meetings with community and business members was held during the 2006-2007 school years. Perspectives of these meetings included the following.

- Help students learn to think.
- Help students learn to communicate.
- Help students learn to be accountable and responsible.
- Help students master essential skills and knowledge.
- Help students learn to become lifelong learners.

At the beginning of the 2008-2009 school year, students were asked to participate in a survey designed to give the school improvement team knowledge of their perceptions. The results are located in Appendix 1E.

Several initiatives have been put into place to help communicate school processes to stakeholders. Teachers use Power School to track students' grades. Parents are able to access this from home and monitor their students' performance. The District purchased an automated phone system that allows messages to be sent home over the phone. A quarterly newsletter is sent home to parents as well.

## **F. Process Used to Develop the Profile**

The process used to gather, update, analyze, synthesize, and manage data within the profile began after the last accreditation visit in 2004. After learning the value of having all stakeholders—especially staff members—be familiar with the data, school improvement team members decided that information needed to be distributed on a frequent and timely basis. Since that time, WPHS staff members have participated in at least two annual Data Days in which student performance is analyzed and compared with goals set in the school improvement plan. In addition, each fall staff members engage in a refresher of the plan and their roles within it. Regular school improvement plan updates are published in the school newsletter and the plan in full is available on the school website.

The school improvement team met in the spring of 2008 to determine the scope of formally revising the plan for accreditation purposes. The team met again once in June and

twice in August of 2008 to analyze the data and begin to formulate the profile. The profile was presented to staff members in October of 2008.

While also included in Part 3, following is a summary of strengths and weaknesses identified by the School Improvement Team.

### **1. Areas of Strength**

- Practices in place to support continuous improvement.
- Strategic, embedded professional development based on data.
- Intervention system for students who are struggling.
- Weekly, sustained, embedded focus on research based best practices.
- Mentoring system in place with instructional coach to acclimate new teachers to school culture.
- Gains in achievement support changes that have been made.
- Freshman Achievement has helped students realize the importance of succeeding early on in high school. Graduation rate has increased, drop out rate has decreased.
- Senior Achievement has helped students transition more effectively to post high school. Program has helped more students realize the value of the senior year. Graduation rate has increased, drop out rate has decreased.

### **2. Areas of Focus**

- Focus on struggling and middle level students sometimes comes at the expense of high achievers—data confirms this trend.
- There are not enough areas of stretch learning available to students.
- While gains have been made in students' abilities to think deeply, this remains an area where improvement is needed—data confirms this trend.
- Students' writing performance, as evidenced by the state test, has dropped in recent years.
- Students' understanding of why more is being expected of them is less than desired.
- Students' attendance and engagement in the school have dropped.
- While substantial changes have taken place in instruction, curriculum, and the way assessment is used, almost no changes have occurred in the grading system and how students' progress in classes is reported.
- Helping students internalize learning (previous improvement plan's Learning to Learn goal) is still an area of concern. Using formative assessment to impact teacher learning is accepted and embraced. However, using it to help students impact their own learning (Learning to Learn) is not being done system wide yet.

## ***Part 2: Mission, Vision, Beliefs, and Values***

This portion of our school improvement plan presents an overview of the process used to build shared knowledge about WPHS's vision, mission, beliefs, and values.

## **A. Mission, Vision, Values, and Beliefs**

### **Beliefs**

- All students are entitled to a safe, positive learning environment.
- All school stakeholders belong to a collaborative, educational community.
- The educational community believes in high standards of personal achievement, including academics and self-esteem.
- Assessments of student learning should provide students with a variety of opportunities to demonstrate their achievement.
- An education gives students options that they can use to succeed in a rapidly changing global society.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

### **Mission**

- Our mission is to establish a positive learning environment within a collaborative educational community that engages students in developing high standards of achievement in a global society.

### **Vision**

- Our vision is to be a school where all students learn at high levels.

### **Values**

- We will work collaboratively to improve our craft.
- We will be creative in our teaching strategies.
- We will model respect toward each other and toward our students.
- We will come to school with a positive attitude regarding teaching and students.
- We will have a long term vision of learning for our classes.
- We will continually research and implement best practices.
- We will strive to make our classes rigorous and relevant for our students.

## **B. Process Used to Seek Input**

The process used to develop WPHS's Mission, Vision, Values, and Beliefs (hereafter referred to as Framework) has been in an ongoing revision since the fall of 2003. During that cycle of self study, stakeholders including parents, business partners, teachers, support staff, students, higher education personnel, and others came together and listed what they believed to be central to the school's purpose. This group drafted WPHS's Mission and Beliefs.

Every year since that time, WPHS has sought the input of stakeholders through School Improvement meetings and other forums with the purpose of keeping the Framework current. In the fall of 2005, school staff members added to the Mission and Beliefs by articulating a vision. The Vision statement describes the school we are seeking to become. While fairly short, staff members felt that the new Vision represented some

significant changes in philosophy and approach experienced through professional development. The statement “Our vision is to be a school where all students learn at high levels” meant that our previous dedication to helping most students was not quite good enough. Similarly, a small but significant change was made in the Mission statement as well. Where before 2005 the Mission statement used the word “encourage” to describe our efforts in helping students succeed, the word “engage” was substituted to better represent what we believe is necessary for staff members to bring to pass the Mission.

At this same time, WPHS staff members added a set of Values or Collective Commitments that we felt we must make to ourselves and to our students in order to bring to pass the Mission and Vision. These Values have served as guiding statements upon which teachers continually are asked to reflect and improve. They have been very powerful in helping new teachers understand the responsibility that comes with being a staff member at WPHS.

These adjustments were made based on a review of research into the professional learning communities movement. Best practice suggested how these guiding principles could be used to engender a sense of belonging and purpose for staff members.

In 2006 a series of meetings was held with White Pine County’s Economic Diversification Council in conjunction with Great Basin College. The purpose of this series of meetings was to communicate the school’s Framework to business partners in Ely and to seek their input in adjusting it. Through this process, several revisions were made.

The most recent revisions have come in the summer and fall of 2008, with the School Improvement Team again seeking to build shared knowledge with stakeholders. School staff engaged in deep conversations about which elements of the Framework need to be updated. The commitment to continuous improvement (which is one of our Belief statements) has been evident throughout the process.

WPHS’s framework was finalized after analyzing the strengths and areas of concern cited in parts 1 and 3 of this document (see page 14).

Included as an additional item in this section is WPHS’s Leadership Team Framework. This framework is one used to guide the actions of administration, teacher leaders, and those involved in planning the course of the school. The Leadership Team is open to all staff members and meets during the summer months and during the school year to plan professional development and lead the school.

## **C. Leadership Team Framework**

### **Mission**

Our mission is to affect change in teachers in the following areas:

- their abilities to communicate, collaborate, and cooperate with each other.
- their classroom practices in connection with curriculum (essential outcomes), instruction (delivery methods and management), and assessment.
- their attitudes and behaviors in both the personal and professional aspects of teaching and learning.

### **Vision**

Our vision is to ensure student learning at all levels by developing and leading collaborative teams of teachers who use data to make informed decisions and act on those decisions.

## Values

- We will model the fact that all students can learn.
- We will model professionalism at all times.
- We will research best practices in the realms of student learning, curriculum, instruction, and assessment.
- We will do everything possible to grow a collaborative culture.
- We will recognize and always remember that change in general and bringing to pass our vision in particular are slow, difficult, and sometimes painful processes.
- We will actively promote, protect, and defend the Leadership Team Framework and the WPHS Mission, Vision, Values, and Goals.

## Goals

1. Teachers will meet together in teams every week to further explore essential outcomes for courses, units, and daily lessons.
2. The staff will develop and implement a system of interventions.
3. Teams will establish and implement a system of assessment and use that system to identify strategies that are effective and to better identify and act on students' needs.
4. Teams will research and act upon best practices of teaching and learning.
5. Teams will celebrate accomplishments.

# *Part 3: Inquiry*

## A. NAAS Standards Survey Completed by Staff and School Improvement Team

Table 1	Mission, Beliefs, and Expectations for Student Learning	Substantially Met	Partially Met	Not Presently Met
1.1	The school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.	X		
1.2	The school's mission statement represents the school community's fundamental values and beliefs about student learning.	X		
1.3	The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission.	X		
1.4	For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.	X		
1.5	The school uses indicators to assess the school's progress in		X	

	achieving school-wide civic and social expectations.			
<b>1.6</b>	The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.	X		
<b>1.7</b>	The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards.	X		

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

<b>Table 2</b>	<b>Curriculum</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Presently Met</b>
<b>2.1</b>	Each curriculum area identifies those school-wide academic expectations for which it is responsible.	X		
<b>2.2</b>	The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.		X	
<b>2.3</b>	The written curriculum			
<b>a.</b>	prescribes content.		X	
<b>b.</b>	integrates relevant school-wide learning expectations.		X	
<b>c.</b>	includes course-specific learning goals.	X		
<b>d.</b>	suggests instructional strategies.		X	
<b>e.</b>	suggests assessment techniques including the use of school-wide expectations for student learning.		X	
<b>2.4</b>	The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.	X		
<b>2.5</b>	The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.	X		
<b>2.6</b>	The school provides opportunities for all students to extend learning beyond the normal course offerings and the school campus.		X	
<b>2.7</b>	There is effective curricular coordination and articulation between and among all academic areas within the school as well as with other schools in the district (where applicable).	X		
<b>2.8</b>	Instructional materials, technology, equipment, supplies, facilities, and staffing levels are sufficient to allow for the implementation of the curriculum.		X	
<b>2.9</b>	The professional staff is actively involved in the ongoing	X		

	development, evaluation,			
<b>2.10</b>	The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.	X		
<b>2.11</b>	Professional development activities support the development and implementation of the curriculum.	X		
<b>2.12</b>	The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.	X		
<p>Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.</p>				

<b>Table 3</b>	<b>Instruction</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Presently Met</b>
<b>3.1</b>	Instructional strategies are consistent with the school's mission statement and expectations for student learning.	X		
<b>3.2</b>	Instructional strategies			
<b>a.</b>	Personalize instruction.		X	
<b>b.</b>	Make connections across disciplines.	X		
<b>c.</b>	Engage students as active learners.		X	
<b>d.</b>	Engage students as self-directed learners.	X		
<b>e.</b>	Involve students in higher order thinking to promote depth of understanding.	X		
<b>f.</b>	Provide opportunities for students to apply knowledge or skills.		X	
<b>g.</b>	Promote student self-assessment and self-reflection.		X	
<b>h.</b>	Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.	X		
<b>3.3</b>	Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.	X		
<b>3.4</b>	Teachers are proficient in their content areas, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.		X	
<b>3.5</b>	Analysis of instructional strategies is a significant part of the professional culture of the school.	X		
<b>3.6</b>	Technology is integrated into and supportive of teaching and learning.		X	
<b>3.7</b>	The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.	X		
<b>3.8</b>	Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all	X		

students.			
<p>Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.</p>			

<b>Table 4</b>	<b>Assessment</b>	<b>Substantially Met</b>	<b>Partially Met</b>	<b>Not Presently Met</b>
4.1	The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.		X	
4.2	The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations.		X	
4.3	For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.		X	
4.4	Teachers base classroom assessment of student learning on school-wide and course-specific indicators.	X		
4.5	Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.	X		
4.6	Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.	X		
4.7	The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.	X		
4.8	The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.		X	
4.9	The school's professional staff communicates the school's progress achieving all school-wide expectations to the school community.	X		
4.10	Results and analysis of assessment are used to drive curriculum and instruction.	X		

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

## **B. Comprehensive Needs Assessment**

### **1. Areas of Strength**

- Practices in place to support continuous improvement.

- Strategic, embedded professional development based on data.
- Intervention system for students who are struggling.
- Weekly, sustained, embedded focus on research based best practices.
- Mentoring system in place with instructional coach to acclimate new teachers to school culture.
- Gains in achievement support changes that have been made.
- Freshman Achievement has helped students realize the importance of succeeding early on in high school. Graduation rate has increased, drop out rate has decreased.
- Senior Achievement has helped students transition more effectively to post high school. Program has helped more students realize the value of the senior year. Graduation rate has increased, drop out rate has decreased.

## 2. Areas of Focus

- Focus on struggling and middle level students sometimes comes at the expense of high achievers—data confirms this trend.
- There are not enough areas of stretch learning available to students.
- While gains have been made in students’ abilities to think deeply, this remains an area where improvement is needed—data confirms this trend.
- Students’ writing performance, as evidenced by the state test, has dropped in recent years.
- Students’ understanding of why more is being expected of them is less than desired.
- Students’ attendance and engagement in the school have dropped.
- While substantial changes have taken place in instruction, curriculum, and the way assessment is used, almost no changes have occurred in the grading system and how students’ progress in classes is reported.
- Helping students internalize learning (previous improvement plan’s Learning to Learn goal) is still an area of concern. Using formative assessment to impact teacher learning is accepted and embraced. However, using it to help students impact their own learning (Learning to Learn) is not being done system wide yet.

## C. Verification of Root Causes

Priority Concerns	Root Causes	Possible Solutions
Focus on struggling and middle level students sometimes comes at the expense of high achievers—data confirms this trend.	Skewed perception of our vision.	We must refocus on our vision—helping ALL students learn at high levels.
There are not enough areas of stretch learning available to students.	Some resources devoted to helping struggling students.	Reintroduce AP courses in English, Math, and Science.
While gains have been made in students’ abilities to think deeply, this remains an area where improvement is	System wide we have been a little too caught up in supporting students. We must balance supporting	Training on writing learning objectives designed to promote deep thinking. Training on the ‘zone of

needed—data confirms this trend.	them with stretching them.	proximal development” to help balance supporting students with stretching them. Continue to use the Rigor and Relevance Framework.
Students’ writing performance, as evidenced by the state test, has dropped in recent years.	Three new English teachers in last two years. Former emphasis on writing was not intense enough.	Establish writing as the focus for all English classes. Design common assessments that are writing based. Adapt common writing strategies. Expose honors students to AP practice exams.
Students’ understanding of why more is being expected of them is less than desired.	Lack of communication with families about why the bar is being raised.	Newsletters, public meetings for parents, Rigor and Relevance Framework.
Helping students internalize learning (previous improvement plan’s Learning to Learn goal) is still an area of concern. Using formative assessment to impact teacher learning is accepted and embraced. However, using it to help students impact their own learning (Learning to Learn) is not being done system wide yet.	Lack of involving students in seeing the vision of their learning not only in school as a whole but in each class.	Weekly professional development on student involvement in formative assessment. Use charts and other graphic organizer to help students track their learning.
Students’ attendance and engagement in the school have dropped.	Trend for more than nine years. Lack of attendance policy. Lack of engaging lunch activities and assemblies that promote desire for attendance.	Implement new attendance policy.
While substantial changes have taken place in instruction, curriculum, and the way assessment is used, almost no changes have occurred in the grading system and how students’ progress in classes is reported.	This has been a “sacred cow.” Focus of improvements has been elsewhere.	Introduce Phase 1 of Outcome Based Grading.

## D. Process Used in Inquiry

WPHS uses the continuous improvement model of Professional Learning Communities. Each teacher is a part of a content and cross-curricular team. These teams meet during the school day every week to engage in a structured process of inquiry.

WPHS adopted this model after its accreditation review in 2004. Since that time, using the school improvement plan, teams have on a yearly basis analyzed their practices based on results. Each year, each team identifies a SMART goal that is connected to the school improvement plan. They administer common assessments that help determine whether or not the goal is met. Each goal is based on student learning.

It cannot be emphasized strongly enough the impact this model has had on school improvement planning. Rather than a small number of people having discussions of strengths and weaknesses every five years and on a limited amount of data, the professional learning communities model has allowed those who are expected to implement school improvement practices—teachers—to have regular (weekly) discussions about strengths and weaknesses using regularly collected and analyzed data. The time provided during the teacher work day to engage in this process has helped it become a part of the culture—a part of everyday business—rather than something “extra” that has to be done for accreditation.

It should be noted that the inquiry process described below only highlights formal meetings for accreditation purposes. The inquiry process is a part of the culture of the school and is used continuously, not just during accreditation years. For a more detailed timeline of the way continuous collective inquiry is conducted, see Appendix 2: WPHS Professional Development Plan.

Particular to preparing for this review, the following actions occurred.

1. School Improvement Team met in June of 2008 to begin inquiry process. They assigned much of the work to the school's Leadership Team.
2. Leadership Team met with Content Teams in late June of 2008 to analyze data.
3. Content Teams met in August of 2008 to analyze root causes for their areas.
4. Content Teams met in August of 2008 with 6-12 colleagues to analyze system wide data. Additional root cause analysis was conducted. Possible solutions were discussed.
5. Content Teams met with Leadership Team in August of 2008 to report analyses and discuss possible solutions. These possible solutions were compared with the current school improvement plan to note alignment.
6. School Improvement Team met in August, September, October, and February to formally craft the plan based on the suggestions of the Content and Leadership Teams.

# ***Part 4: Master Plan—Improvement Plan Based on Sections 1, 2, and 3 Implementation and Evaluation Plan Included***

## **A. Five Year Action Plan**

<b>GOAL 1</b>				
<b>Thinking and reasoning (defined by the following bullets).</b>				
<ul style="list-style-type: none"> <li>• <b>Students will demonstrate effective problem solving skills.</b></li> <li>• <b>Students will demonstrate the ability to think critically and draw and support their conclusions.</b></li> <li>• <b>Students will demonstrate the ability to creatively formulate solutions to practical problems.</b></li> </ul>				
<b>Measurable Objective 1</b>				
Increase percentage of students at proficient or better, focusing on moving students into the “Exceeds Standard” category on the HSPE Math and HSPE Science (accomplished using the following strategies).				
<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
1.1.a Team SMART goals monitored by common assessments. See Appendices 3 and 6.	2008-2013	Weekly PD and team meetings	Teams, principal	HSPE, common assessments
1.1.b Professional development and implementation of the Rigor and Relevance framework as well as Eric Jensen brain based teaching.	2008-2013	Weekly PD and team meetings	Leadership team	HSPE, observation protocol
<b>Measurable Objective 2</b>				
Increase average composite ACT score (accomplished through the following strategies).				
<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
1.2.a Team SMART goals monitored by common assessments. Appendices 3 and 6.	2008-2013	Weekly PD and team meetings	Teams, principal	ACT, common assessments
1.2.b Professional development and	2008-2013	Weekly PD and team	Leadership team	ACT, observation protocol

implementation of the Rigor and Relevance framework as well as Eric Jensen brain based teaching.		meetings		
1.2.c Exposure to sample items.	2008-2013	Common planning time	Teams	ACT, observation protocol
<b>Measurable Objective 3</b>				
Increase number of AP exams written with scores of 3 and 4 (accomplished through the following strategies).				
<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
1.3.a Refine teaching based on results in AP 11 and 12 English and AP Statistics.	2008-2013	Time to develop syllabi	Individual teachers, teams, principal	College Board

## GOAL 2

### Communicating (defined by the following bullet).

- Students will communicate in the written and other forms (oral, graphic, and technology-related) with clarity, purpose, and understanding of audience.

### Measurable Objective 1

Increase percentage of students at proficient or better, focusing on moving students into the “Exceeds Standard” category on the HSPE Writing (accomplished through the following strategies).

<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
2.1.a English team SMART goals monitored by common assessments. Appendices 3 and 6.	2008-2013	Weekly team meetings	English team, principal	HSPE writing scores, ACT writing scores, common assessments
2.1.b English team peer observations of writing strategies, participation in District ELA team	2008-2013	\$500 to pay for substitutes	English team	Observations of writing lessons, observation framework
2.1.d Professional development using technical writing in all courses, school-wide writing rubric	2009-2013	\$300 for Technical Writing Kit, professional development during PD	Leadership team	HSPE writing scores, usage of school-wide rubric, observations of lessons

		time		
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### GOAL 3

**Learning to Learn (defined by the following bullets).**

- Students will demonstrate a commitment to creating and reflecting on quality work by participating in self-evaluation for the purpose of improvement.
- Students will demonstrate internalization of their learning by connecting it to their lives outside of school.

#### Measurable Objective 1

Increase graduation rate to 95% (accomplished through the following strategies).

<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
3.1.a Freshman Achievement	2008-2013	\$6000 to pay teachers and purchase supplies	Assistant principal	Freshman first semester failure rate, graduation rate
3.1.b Senior Achievement	2008-2013	Maintain existing staff	Principal	Senior project completion, graduation rate
3.1.c Career and Technical Education professional development: connecting academics and careers	2008-2013	Team time, travel money, supply money	CTE team	Completion indicators, graduation rate, percentage of students in CTE courses
3.1.d Weekly Advisee lessons and meetings	2011-2014	Time	Principal, Student Support Team	Graduation rate, surveys

#### Measurable Objective 2

Increase attendance rate to 95% (accomplished through the following strategy).

<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
3.2.a Implement new attendance policy	2008-2013	Letters and phone calls on a daily basis to parents	Attendance staff	Average daily attendance rate

#### Measurable Objective 3

Redefine that the focus of grades is learning as opposed to compliance.

<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
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3.3.a Mandatory tutoring	2008-2013	Maintain existing staff	Student Support Team	Failure rate, percentage of students earning As and Bs in courses, weekly D and F list
3.3.b Implementation of outcome based grading See Appendix 4	2008-2013	Software Training	Principal	Failure rate, percentage of students earning As and Bs in courses, surveys, qualitative discussions at conferences, weekly D and F list
3.3.c Weekly distribution of Outcome Grading report to students in Advisee meetings	2011-2014	Paper	Advisors	Failure rate, percentage of students earning As and Bs in courses, weekly D and F list
3.3.d Weekly phone calls home by Student Support Team for designated subject areas	2013	Time	Student Support Team	Weekly D and F list

## **GOAL 4**

### **School Climate**

- **Students will develop trusting relationships with adults in the school as reported through survey and qualitative data.**
- **Students will demonstrate school pride and engagement.**
- **Parents will report strong communication with teachers regarding academic and behavior issues.**
- **Parents and community members will report a welcoming and inviting environment.**

#### **Measurable Objective 1**

Students will develop trusting relationships with adults in the school as reported through survey.

<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
4.1.a Professional development	2008-2013	PD time	Leadership Team	Yearly student survey
4.1.b Implementation of weekly advisee meetings	2010-2013	Time within the school day, time for Student Support	Student Support Team	Surveys, qualitative measures

		Team to develop lessons		
<b>Measurable Objective 2</b>				
Students and parents will demonstrate school pride and engagement.				
<i>Action Steps</i>	<i>Timeline</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
4.2.a Additional lunch activities and events sponsored by Student Council	2008-2013	None	Student Council Advisor	Number of students attending and participating
4.2.b Implementation of School Spirit Coordinator and Project Bobcat Pride	2010-2013	\$1300 stipend for School Spirit Coordinator	Principal	Surveys, qualitative data, game attendance, event participation
4.2.c Formation of Athletic Advisory Committee	2011-2014	Time	Athletic Director	Monthly meetings in which members (parents and students) problem solve and build cohesiveness
<b>Measurable Objective 3</b>				
Parents will report strong communication with teachers and staff regarding academic and behavior issues.				
<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
4.3.a Establish expectation that teacher contact parents when detention is assigned and when grades are suffering.	2008-2013		Teaching staff	Family Friendly Schools survey
4.3.b Parent calling parties during staff meeting time, SST weekly calls, FF time	2008-2013	Beverages, snacks	Instructional Coach	Family Friendly Schools survey
4.3.c Implementation of weekly advisee meetings	2010-2013	Time within the school day, time for Student Support Team to develop lessons	Student Support Team	Surveys, qualitative measures
<b>Measurable Objective 4</b>				

Parents, community members, and students will report a welcoming and inviting environment.				
<i>Action Steps</i>	<i>Time Line</i>	<i>Resources</i>	<i>Responsible Parties</i>	<i>Monitoring Measures</i>
4.4.a Install welcome signs and Bobcat art in prominent locations.	2010-2013	\$200	Principal	Family Friendly Schools survey
4.4.b Establish Office Team Mission, Vision, and Values	2010-2013	Beverages, snacks	Office Team	Family Friendly Schools survey
4.4.c Greet students, parents, and visitors by name regularly.	2010-2013	Time and effort	Office Team, Student Support Team	Surveys, qualitative measures

## **B. Process Used in Developing the Action Plan**

The process used to develop the Action Plan has been an ongoing one for more than four years. During the last accreditation cycle, major transformations were made. They included establishing an early release system that allowed for the adoption of the professional learning communities framework. This framework is one in which continuous improvement is a key principle. Because WPHS embraced this philosophy, much of the data collection and analysis and planning that can be overwhelming in the accreditation process had already become part of the standard operating procedure.

Thinking and Reasoning, Communicating, and Learning to Learn were goals already established by the school. Data analysis during the spring and summer of 2008 led to the realization that we need to establish goals that address our higher performing students. This data analysis was done by the School Improvement Team, but it was also done by each team of teachers operating within the professional learning communities framework. The fourth goal relating to school climate was established by the School Improvement Team after analyzing data collective through the Family Friendly Schools initiative. This was done during the fall of 2008.

The principal has the responsibility of ensuring the goals are accomplished. However, each team of teachers is linked with at least one School Improvement goal and has the duty to guarantee that team meeting time and team goals are aligned with the vision of the school.

Clearly the early release time and professional learning communities approach are key to WPHS's accomplishment of its School Improvement goals. The strategies developed are ones teams have established and have ownership of.

## ***Part 5: Standards—Evidence Based Accreditation***

Standard	Description of WPHS's Attention to the Standard
<p><i>Teaching &amp; Learning Standards:</i></p> <p>1. Mission, Beliefs, &amp; Expectations</p>	<p>The Mission, Beliefs, Values, and Goals identified through school improvement guide everything WPHS does. They are included in newsletters, posted in classrooms, and detailed on syllabi. Each class taught embraces at least one of the school improvement goals. Any decision that is made is based upon whether or not it moves the school closer to its vision.</p>
<p>2. Curriculum</p>	<p>WPHS bases all curriculum on the state standards. Teams of teachers identify through standards and other resources what is essential. Each course taught has a list of essential outcomes that guide teaching. This standard is constantly addressed through weekly team meetings and summer workshops.</p>
<p>3. Instruction</p>	<p>WPHS believes that quality of instruction, curriculum, and assessment affect, more than any other factors, students' education. Weekly professional development is devoted to effective instructional strategies. Through team meetings, teachers also observe, train, and discuss best instructional practices. Professional development addressing effective instruction has been a priority of WPHS's school improvement efforts for more than five years. This will continue.</p>
<p>4. Assessment</p>	<p>Assessment is the link between curriculum and instructional strategies. It has also been at the forefront of professional development for more than five years. Teachers work weekly crafting common assessments that are designed to measure school improvement goals and common learning outcomes.</p>
<p><i>Support Standards:</i></p> <p>5. Leadership &amp; Organization</p>	<p>WPHS uses a shared leadership model. The School Improvement Team leads, the Leadership Team leads, and teams of teachers lead. Staff members have opportunities to embrace any type of leadership role desired. The principal's office uses the tight-loose leadership philosophy. Elements on which there is no debate (tight) include supporting the school's framework, participating in professional development, being part of a team, adhering to the team's norms and</p>

	goals, and supporting student learning. Loose elements include individual teaching and educational philosophies not addressed in the school's framework, individual instructional strategies (so long as they are effective) etc. Each summer, leadership training is participated in by administration and teachers that helps plan direction based on students' needs for the next year.
6. School Services	This standard is met through traditional guidance systems as well as programs like Freshman Achievement, Senior Achievement. WPHS's guidance plan is detailed in the Student and Parent Handbook. Mandatory Tutoring is an academic support for students. Additionally, the School to Career program works with junior and seniors to help them learn workplace readiness skills. Also, each staff member serves as an advisor for students. Advisors help students plan their education and collect their portfolios, used in senior presentations.
7. Facilities & Finance	Improvements in the school facility have been many over the last five years. A readerboard was added on Bobcat Drive in 2005. Banners and trophy cases were added to the interior in 2007. A sign on the back of the school was added in 2008. The football field and track were completed in 2009. Future plans include recarpeting the interior.
<i>School Improvement Standard:</i> 8. Culture of Continual Improvement	WPHS embraces this standard. While we have worked very diligently since the last self study to improve, we realize that we never "arrive." We will continue to strive for better results based on the measures identified in the plan.

## ***Part 6: Other Required Elements of the SIP***

School Characteristics		Title 1	Yes	No
Average Daily Attendance	94%	Eligible		X
Transiency Rate	15%	Served		X
% Enrolled	86%	Schoolwide		X

Continuously Since Count Day				
Incidents of School Violence: Student to Student	13	Made AYP?		X (Participation)
Incidents of School Violence: Student to Staff	0	Designation?		Watch List
Highly Qualified Teachers	67%	Appeal Latest Designation?		X
Dropout Rate	0.9%	Appeal Granted?		
Graduation Rate	88.9%	Persistently Dangerous School?		X
		Receiving Remediation Funding?		X
		SST Assigned?		X
<p>1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Common assessments measure essential outcomes in core subjects. Students not successful are given extra time and support to complete assignments that measure essential learning through the Mandatory Tutoring program. Students needing remediation to pass HSPEs are enrolled in courses as part of the school day.</p>				
<p>2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year. WPHS runs Mandatory Tutoring (as well as voluntary) before school, at lunch, and after school every day. Additionally, on early release days, tutors are available from the time school dismisses until the regular dismissal time, resulting in an extra two hours of tutoring. Students needing remediation in math to pass the HSPE are remediated during the school day as juniors and then outside of the school day as seniors.</p>				
<p>3. Describe the resources available to the school to carry out the plan. Resources are ever increasingly difficult to obtain. Tutoring dollars will be decreasing, professional development dollars will be decreasing, innovation grant dollars will be gone. The resources used to carry out the plan must be ones that are already available; otherwise, the plan will not happen.</p>				
<p>4. Summarize the effectiveness of any appropriations for the school made by the legislature to improve student academic achievement. The most effective appropriations from the legislature have been the innovation grant dollars. WPHS did very well in obtaining these grants, earning over \$270,000 for the biennium. For a school with only 410 students, this is an accomplishment. All of this money was used for human resources investments. An Academic Interventionist, Instructional Coach, and Freshman Achievement teachers were all paid through this grant. Each of these positions added support to students and teachers and allowed improvements in teaching and learning.</p>				
<p>5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. These are distributed in the Student and Parent Handbook.</p>				

# *Appendices*

## Appendix 1: Data

### 1A—Student Information (CORE LEARNING)

<b>Table 1</b>	<b>Emerging</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
2004-2005	5.0%	13.3%	61.7%	20.0%
2005-2006	3.2%	18.1%	69.1%	9.6%
2006-2007	1.1%	33.7%	55.8%	9.5%
2007-2008	5.0%	20.0%	62.0%	14.0%
2008-2009	2.4%	26.5%	63.9%	7.2%
2009-2010	0%	19.8%	63.7%	16.5%
2010-2011	1%	18.0%	71.0%	10.0%
2011-2012	0%	12.2%	74.5%	13.3%

**White Pine High School Nevada High School Proficiency Exam in Mathematics Results: Percentage of Students Scoring at Various Levels by the end of the Junior Year (Nevada Department of Education)**  
**THINKING AND REASONING SCHOOL IMPROVEMENT GOAL: Increase the percentage of students scoring at MEETING and EXCEEDING**

<b>Table 2</b>	<b>Emerging</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
2004-2005	1.7%	5.0%	21.7%	71.7%
2005-2006	4.7%	7.0%	34.9%	53.5%
2006-2007	0.0%	1.6%	45.9%	52.5%
2007-2008	0.0%	5.0%	44.0%	51.0%
2008-2009	0.0%	3.7%	51.9%	44.4%
2009-2010	0.0%	4.4%	44.0%	51.6%
2010-2011	0.0%	2.0%	47.0%	50.0%

2011-2012	8.1%	8.1%	71.7%	12.1%
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**White Pine High School Nevada High School Proficiency Exam in Reading Results: Percentage of Students Scoring at Various Levels by the end of the Junior Year (Nevada Department of Education)**

**COMMUNICATING SCHOOL IMPROVEMENT GOAL: Increase the percentage of students scoring at MEETING and EXCEEDING**

<b>Table 3</b>	<b>Emerging</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
2004-2005	1.1%	6.4%	83.0%	9.6%
2005-2006	1.1%	3.2%	86.0%	9.7%
2006-2007	1.1%	2.2%	91.4%	5.4%
2007-2008	3.0%	13.0%	81.0%	2.0%
2008-2009	1.2%	16.9%	78.3%	3.6%
2009-2010	1.1%	8.6%	86.0%	4.3%
2010-2011	0.0%	10.0%	86.0%	4.0%
2011-2012	1.0%	18.4%	78.6%	2%

**White Pine High School Nevada High School Proficiency Exam in Writing Results: Percentage of Students Scoring at Various Levels by the end of the Junior Year (Nevada Department of Education)**

**COMMUNICATING SCHOOL IMPROVEMENT GOAL: Increase the percentage of students scoring at EXCEEDING**

<b>Table 4</b>	<b>Emerging</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
2008-2009	4.9%	13.4%	67.1%	14.6%
2009-2010	3.3%	8.7%	70.7%	17.4%
2010-2011	1.0%	17.8%	67.3%	13.9%
2011-2012	2.0%	13.3%	77.6%	7.1%

**White Pine High School Nevada High School Proficiency Exam in Science Results: Percentage of Students Scoring at Various Levels by the end of the Junior Year (Nevada Department of Education)**

**THINKING AND REASONING SCHOOL IMPROVEMENT GOAL: Increase the percentage of students scoring at MEETING and EXCEEDING**

## 1B—Student Information (STRETCH LEARNING)

Table 5	Math		Reading		English		Science		Composite	
	WPHS	Nevada	WPHS	Nevada	WPHS	Nevada	WPHS	Nevada	WPHS	Nevada
2003-2004	19.3	21.1	19.8	21.8	18.1	20.4	20.5	21.1	19.6	21.2
2004-2005	19.4	21.3	20.2	22.0	18.4	20.8	20.6	21.3	19.8	21.5
2005-2006	20.8	21.5	23.4	22.0	21.1	20.8	21.7	21.2	22.0	21.5
2006-2007	21.2	21.4	22.3	21.4	20.4	22.0	21.5	21.2	21.5	21.5
2007-2008	20.7	21.4	20.7	21.7	18.9	20.7	21.2	20.9	20.4	21.3
2008-2009	20.6	21.4	20.8	22.0	19.3	20.9	20.6	21.0	20.5	21.5
2009-2010	19.0	21.5	20.5	22.0	18.6	20.8	20.9	21.3	19.9	21.5
2010-2011	20.4	21.4	21.8	21.8	20.6	20.7	21.5	21.3	21.2	21.4
2011-2012	20.1	21.4	21.7	21.6	19.5	20.5	22.1	21.1	21.0	21.3

**White Pine High School ACT Performance (ACT Principal's Report)**

**THINKING AND REASONING and COMMUNICATING SCHOOL IMPROVEMENT GOALS: Increase the number of students taking the exam and increase each subject score average to 23**

Table 6	
2005-2006	0
2006-2007	14
2007-2008	27
2008-2009	22
2009-2010	18
2010-2011	20
2011-2012	19

**White Pine High School Advanced Diplomas Issued**

**LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL: Increase the number of advanced diplomas issued to 25**

<b>Table 7</b>	<b>Exams Written</b>	<b>Exams With Score of 3 or Better</b>	<b>Number of Students Enrolled in AP</b>
2007-2008	0	0	0
2008-2009	15	2	15
2009-2010	64	15	52
2010-2011	61	18 (with two 4s)	55
2011-2012	64	13 (with three 4s)	59

**White Pine High School AP Exams**  
**THINKING AND REASONING AND COMMUNICATING SCHOOL IMPROVEMENT GOALS:** Increase the number of students earning 3s, 4s, and 5s on AP exams.  
**LEARNING TO LEARN GOAL:** Increase the number of students enrolling in AP classes.

### 1C—Student Information (STUDENT ENGAGEMENT)

<b>Table 9</b>	<b>WPHS</b>	<b>Nevada</b>
2003-2004	78.8%	67%
2004-2005	72.6%	64.9%
2005-2006	85.2%	67.5%
2006-2007	88.9%	69.9%
2007-2008	84.0%	68.7%
2008-2009	82.7%	71.4%
2009-2010	84.2%	70%
2010-2011	89.4%	68.8%

**White Pine High School Graduation Rate**  
**LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL:** Increase the graduation rate to 95%.

<b>Table 10</b>	<b>WPHS</b>	<b>Nevada</b>
2005-2006	91.2%	93.7%
2006-2007	90.3%	93.9%
2007-2008	88.8%	94.2%
2008-2009	93.9%	94.7%
2009-	93.3%	94.6%

2010		
2010-2011	93.4%	94.6%
2011-2012	95.0%	94.9%
<b>White Pine High School Attendance Rate</b> <b>LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL: Increase the attendance rate to 95%</b>		

<b>Table 11</b>	<b>WPHS</b>	<b>Nevada</b>
2003-2004	5.0%	5.9%
2004-2005	2.6%	5.7%
2005-2006	1.6%	4.6%
2006-2007	0.9%	4.4%
2007-2008	1.5%	4.7%
2008-2009	0.7%	4.2%
2009-2010	0.7%	4.2%
2010-2011		
2011-2012		
<b>White Pine High School Dropout Rate</b> <b>LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL: Decrease the dropout rate to 0</b>		

<b>Table 12</b>	<b>Number Who Failed</b>	<b>Number of Credits Lost</b>
2004-2005	29	49
2005-2006	14	19
2006-2007	15	20
2007-2008	8	14
2008-2009	10	16
2009-	14	18

2010		
2010-2011	8	10.5
<b>Number of Students Who Failed During the Freshman Year</b>		
<b>LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL: Decrease the freshman failure rate to 0</b>		

<b>Table 13</b>	<b>Weekly A/B List Average</b>	<b>Weekly D/F List Average</b>
2008-2009	140.2	132.2
2009-2010	103.8	164.5
2010-2011	298.9	110.0
2011-2012	365.8	91.5
2012-2013	373.4	85.2
<b>Weekly A/B List Versus Weekly D/F List</b>		
<b>LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL: Decrease the D/F weekly list to 50. Increase the weekly A/B list to 375</b>		

<b>Table 14</b>	<b>Students</b>
2008-2009	76
2009-2010	74
2010-2011	83
2011-2012	97
<b>First Quarter Honor Roll</b>	
<b>LEARNING TO LEARN SCHOOL IMPROVEMENT GOAL: Increase the first quarter honor roll to 120 students.</b>	

### Appendix 1D—School Processes and Practices (TEACHERS)

<b>Table 13</b>	<b>2007</b>	<b>2008</b>
<i>To what extent has early release provided students with extra time and support to complete assignments?</i>	3.77	3.9
<i>To what extent has early release helped students learn accountability by requiring them to complete assignments and put in extra</i>	3.77	4.3

<i>time when they are failing?</i>		
<i>To what extent has early release helped provide time within the work day for teachers to engage in professional development?</i>	4.05	4.3
<i>In general, how would you rate your experience with this year's early release schedule?</i>	3.96	4.1
<i>To what extent would you like to see early release return next year?</i>	3.77	4.6

**WPHS Survey of Practices—Early Release**  
**5 is highest response, 1 is lowest response**

<b>Table 14</b>	<b>2007</b>	<b>2008</b>
<i>To what extent has professional development helped engage teachers in discussions about the question "what are my students supposed to learn" (essential outcomes, standards, skills, performances, learning goals)?</i>	3.73	4.6
<i>To what extent has professional development helped engage teachers in discussions about the question "How do I know when they have learned what I expect them to" (assessment, common assessments)?</i>	3.82	4.4
<i>To what extent has professional development helped engage teachers in discussions about the question "what do I do when my students don't learn" (interventions, teaching strategies, discussions about struggling students)?</i>	3.45	3.9
<i>To what extent has professional development engaged teachers in discussions about effective teaching techniques and</i>	3.91	4.3

<i>practices (Marzano, Mangione, Rigor and Relevance)?</i>		
<i>To what extent have you implemented strategies learned in professional development (Marzano, Mangione, Rigor and Relevance)?</i>	3.76	4.6
<b>WPHS Survey of Practices—Professional Development 5 is highest response, 1 is lowest response</b>		

<b>Table 15</b>	<b>2007</b>	<b>2008</b>
<i>To what extent has Rigor and Relevance helped increase the level of thought among students in the classroom?</i>	3.36	4.1
<i>To what extent has Rigor and Relevance helped provide students with learning opportunities that are linked to real life?</i>	3.5	4.2
<i>To what extent has Rigor and Relevance helped teachers a common tool with which to plan meaningful instruction?</i>	3.41	4.3
<i>To what extent have you implemented strategies learned through Rigor and Relevance?</i>	3.55	4.0
<b>WPHS Survey of Practices—Rigor and Relevance Framework 5 is highest response, 1 is lowest response</b>		

<b>Table 16</b>	<b>2007</b>	<b>2008</b>
<i>To what extent have WPHS's efforts at being a PLC helped increase student achievement through constant discussions about student learning?</i>	3.82	4.4
<i>To what extent have WPHS's efforts at being a PLC helped increase student achievement through a collaborative focus on essential outcomes, assessment, and interventions?</i>	3.64	4.2

To what extent have WPHS's efforts at being a PLC helped increase student achievement though increasing the staff's own learning?	3.86	4.7
To what extent have WPHS's efforts at being a PLC helped identify and solve our own problems from within as opposed to making excuses and waiting for somebody else to solve them?	3.82	4.0
<b>WPHS Survey of Practices—Professional Learning Communities Approach</b> <b>5 is highest response, 1 is lowest response</b>		

### Appendix 1E—Stakeholder Perspectives (FAMILIES)

<b>Table 17</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>I can always find someone to help me when I visit my child's school.</i>	29.6%	43.2%
<i>I feel welcome to visit my child's classroom during the school day.</i>	19.3%	24.4%
<i>I am treated courteously when I visit my child's school.</i>	37.4%	40.7%
<i>I feel comfortable when I visit my child's school.</i>	36.0%	35.2%
<b>Welcoming Environment—Family Friendly Schools</b>		

<b>Table 18</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>It is easy to contact my child's teacher when I need to.</i>	35.9%	30.5%
<i>It is easy to contact the principal or other administrators when I need to.</i>	34.1%	42.1%
<i>I do not have to rely on my child to get information</i>	30.6%	24.8%

<i>about grades and assignments.</i>		
<i>My child's teacher communicates with me on a regular basis.</i>	14.2%	3.3%
<i>I am provided email addresses for staff that I need to contact.</i>	23.0%	44.3%
<b>Two Way Communication—Family Friendly Schools</b>		

<b>Table 19</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>My child's school makes sure that I attend at least on parent-teacher conference per year.</i>	35.9%	30.5%
<i>The school makes an effort to have parent-teacher conferences at times that are convenient for me.</i>	34.1%	42.1%
<i>I understand the state testing program and what my child must learn to be successful.</i>	30.6%	24.8%
<i>I can easily find and read all school regulations and policies.</i>	14.2%	3.3%
<i>My child's school policies reflect my opinion.</i>	23.0%	44.3%
<i>If I have a question about what my child is learning, I feel comfortable asking it.</i>	35.7%	45.2%
<i>I feel good about the relationships I have with the staff at my child's school.</i>	33.6%	28.7%
<i>I feel comfortable asking my child's teacher questions.</i>	35.8%	31.7%
<b>Degree of Engagement—Family Friendly Schools</b>		

<b>Table 20</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>At least once a week, I am provided an update as to how my child is doing.</i>	13.0%	19.5%
<i>The newsletter from my child's school contains information on how I can help my child at home.</i>	32.0%	24.6%
<i>My child's teacher makes a</i>	25.6%	16.5%

<i>special effort to help me help my child.</i>		
<i>My child's teacher regularly gives me information that helps me help my child at home.</i>	14.8%	7.4%
<i>School staff help my understand what my child must learn.</i>	28.2%	16.1%
<b>Support for Home Learning—Family Friendly Schools</b>		

## Appendix 2: Professional Development Plan

## Appendix 3: Team Meeting Template

### AGENDA TEMPLATE

Opening <i>5 min</i>	Review team norms, discuss outcomes for the meeting, review procedures.	Our team norms:
Best Practice Discussion <i>15 min</i>	Designated Team member models best practice and shows samples of student work.	
Data Analysis	Review data generated by common assessments or summative measures.	
Planning	Discuss essential outcomes, create common assessments, agree upon what is done when students do not learn. How will we know when our instruction is successful? Are our common assessments helping us get closer to achieving our SMART goal? What common strategies will be use to achieve our SMART goal?	
Debrief <i>5 min</i>	Were the norms followed, were the outcomes of the meeting met, were the procedures followed? Plan what needs to be done before the next meeting.	
Parking	Address off-topic items that came	

Lot 5 min	up during discussions.	
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Team Members	Present/Absent	Role	Notes

Our Team's SMART Goal:

### CRITICAL ISSUES FOR TEAM CONSIDERATION

1                      2                      3                      4  
 Not true of our team      Our team is addressing      True of our team

1.	We have identified team norms and protocols to guide us in working together.	10.	We have developed frequent common formative assessments that help us to determine each student's master of essential learnings.
2.	We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.	11.	We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
3.	Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.	12.	We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
4.	We have aligned the essential learnings with state standards and the high-stakes exams required of our students.	13.	We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
5.	We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.	14.	We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
6.	We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.	15.	We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
7.	We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of the course.	16.	We evaluate our adherence to and the effectiveness of our team norms at least twice each year.

8.	We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.	17.	We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
9.	We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.	18.	We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.

## Appendix 4: Outcome Based Grading Plan

### Purpose

There are several reasons grounded in research to move to a standards or outcome based grading plan.

First, it helps more accurately represent the changes regarding teaching and learning that we have made. For example, each class has essential outcomes which students are supposed to master. However, in most classes, students can do very poorly on an outcome deemed essential and still receive a grade of A or B in the class because the grade is a mathematical average of all of the student's performance in all parts of the class. Hence, the student might be a whiz on three or four outcomes for the class and completely bomb another outcome but because the grade is an average, the student is able to "hide" his or her poor performance on an outcome that is essential. Using a grading system that only averages the student's performance allows him or her to hide non-proficiency on essential elements, and that looks at only the "total" instead of the "parts" is not focused on learning.

The move helps more accurately represent learning in a different way too. Many grading systems currently in place factor into the student's final grade compliance or behavior issues. While these are important parts of the student's performance in class, it can hardly be said that they are focused on essential outcomes. Moving to a standards or outcome based system still allows for these issues to be considered, but it separates them from the content. Therefore it more accurately reflects the performance of the student who has mastered the learning of the course but perhaps was not as diligent as desired in completing homework. Conversely, it also more accurately represents the student who may be a very hard worker and diligent completer of work but who has not quite mastered the content.

A third reason rooted in research that helps make the case for change is the idea that there must be consistency in grading throughout teams within a school and (especially being the size we are) throughout the school itself. While our efforts at being a professional learning community have promoted greater unity and consistency in many things, grading is one issue that has remained cloaked in isolation. If teams have the same essential outcomes, it makes sense that they should use the same grading criteria. If we are a professional learning community that collectively focuses on student learning, we should report and communicate that learning in a similar manner. Having teachers within the same team who grade on completely different criteria is a practice that is hindering our progression along the

professional learning communities continuum. Even more disturbing, however, is that it is inequitable for students.

The most important reason to move to a standards or outcome based grading system, though, is that it helps ensure alignment among the crucial elements of instruction. We already plan according to our outcomes. We already teach according to our outcomes. We moved last year and will continue to progress this year in assessing based on our outcomes. Why not have the grades reflect the outcomes? This will help both students and parents better understand how the student's grade is based very closely on what the student has learned in the class. Marzano's research shows that if students see 1) how the learning objectives are correlated to instruction, 2) how the learning objectives and instruction are correlated to assessment, and 3) how assessment is correlated to their grade then they are more likely to perform successfully on those assessments. If we are about results, then it is hard to ignore this research.

### **Phase 1**

The goal of Phase 1 is to introduce the concept of aligning grading and essential outcomes to teachers and students. In it, teachers continue using a points system but all assignments are put into a learning or behavioral category. Teachers continue to compute the final grade based on an average of all categories.

1. Teachers eliminate categories such as homework, quizzes, tests, notebook, and participation and replace them with categories that match their essential outcomes. For example, some categories in an English class would include...

- Learning Outcome—Writing Mastery
- Learning Outcome—Vocabulary
- Learning Outcome—Informational Reading
- Learning Outcome—Grammar Mastery
- Learning Outcome—Oral Communication

These categories would be labeled in Power School as Learning Outcomes because that phrase describes an academic goal of the class. All assignments given to students would need to be placed in one or more of these categories.

2. Within the categories described above, teachers would label assignments with further information. For example, an English teacher would enter an assignment into Power School as follows.

- Vocabulary Test, Unit 1 in the category of "Learning Outcome—Vocabulary."
- Rough Draft Persuasive Essay 1 in the category of "Learning Outcome—Writing Mastery."
- Appositives and Gerunds in Class Assignment in the category of "Learning Outcome—Grammar Mastery."

In other words, the assignment and the type of assignment are both stated in the title of the assignment as it is entered into Power School.

3. In addition to the categories listed in item 1, teachers create categories in which behavioral issues can be addressed. For example...

- Behavioral Outcome—Participation

- Behavioral Outcome—Timeliness of Work
- Behavioral Outcome—Working with Others

These categories and others like them are in place because they are important for students to learn, but must be separated from the essential content of the course.

4. In Phase 1, teachers still grade students on a points based scale, calculating the final grade as a percentage out of 100. Teams must determine how much to weight each of the categories. For example, the English Team may decide that each category has a weight of 1, meaning in the scenario presented above, with 8 total categories, each category would be worth 1/8 of the final grade. Alternatively, the English Team may decide that certain outcomes are worth more than others. For example...

- Learning Outcome—Writing Mastery 30%
- Learning Outcome—Vocabulary 10%
- Learning Outcome—Informational Reading 20%
- Learning Outcome—Grammar Mastery 20%
- Learning Outcome—Oral Communication 10%
- Participation 4%
- Timeliness of Work 3%
- Working with Others 3%

The important thing, however, is that the entire team needs to agree upon the preceding breakdown.

1. Report cards are revised to include the final grade as well as a breakdown of students' performance in each of the categories.

## Phase 2

The purpose of Phase 2 is to transition toward a rubric based grading system and away from a percentage based system. The rubric based system is designed to help students know what is necessary to meet and exceed the standard. It is designed to measure students' learning rather than measuring their compliance in completing assignments.

Goals of Phase 2 include the following.

1. A more accurate correlation between the student's learning and the student's grade. In other words, the student's grade is a point on a continuum of learning from low to high which is then assigned a number. This is different than the total points system where the grade is based on a mathematical percentage.
2. A more equitable mathematical distribution when calculating final grades. In other words, there is the same amount of space between an A and B as there is between a D and an F.
3. A better understanding among parents, students, and teachers as to what grades actually mean therefore allowing for better consistency from teacher to teacher and class to class.
4. And most importantly, a deeper awareness on the part of students regarding the skills and performances needed to improve and excel.

Consider the following scenarios. Student A is obsessed with earning an A in her Biology 2 class. She works diligently to complete all worksheets, assignments, labs, and requirements. Her focus is on doing whatever is necessary to earn an A. However, despite her eagerness, Student A is unable to demonstrate any deeper thinking. While she answers all of the simpler questions correctly on assignments, she cannot respond thoughtfully to the questions requiring analysis and evaluation. Moreover, when completing the labs the teacher assigns, Student A is able to carry out the tasks to the letter but struggles responding to the culminating questions that require her to synthesize her learning. On a traditional grading scale, Student A would probably earn an A because she is a hard worker who completes tasks. But has she learned the content? Has she learned to perform the thinking skills that are part of WPHS's School Improvement Plan and are necessary in real life? Can she complete the skills relevant to science that demonstrate her mastery of the content? The rubric system is designed to give Student A feedback on her performance in connection with these desired skills instead of simply completion of assignments.

Contrast Student A with Student B. Student B is concerned about his learning but learns at a pace that is slower than that of other students. Because he works more slowly than other students, he sometimes does not complete assignments by the due date. This causes his teachers to assign 0s. When Student B does finally "get it" he "gets it" thoroughly. He makes connections to the real world, demonstrates deep thinking skills by making and defending arguments, and performs expected skills with thoroughness and thoughtfulness. By this time, though, his grade is usually so low that his motivation to actually demonstrate the fact that he "gets it" is non-existent. On a traditional grading system, Student B would probably earn a D or worse because his non-completion of assignments early in the semester is difficult to recover from. But has he learned the content? Has he learned to perform the thinking skills that are part of WPHS's School Improvement Plan and are necessary in real life? Can he complete the skills relevant to the course that demonstrate his mastery of the content? The rubric system is designed to give Student B feedback on his performance as the semester progresses. Because a 0 on a 4 point scale is less punitive than a 0 on a 100 point scale, Student B can still earn a grade that is consistent with his skill level instead of one that punishes him for learning at a slower pace.

What does this mean for students?

1. Students must internalize the learning outcomes for their classes. Their focus must shift from day to day smaller type tasks to the bigger picture. This is not to say that the day to day smaller type tasks are unimportant as they of course help the student see the bigger picture. However, they must, with the assistance of their teachers, make the connections to how daily assignments affect their **learning** rather than their **grade**. If students' focus becomes that of learning the outcomes, their grades will follow automatically.
2. Students must internalize the school wide rubric. This rubric helps them understand at what levels they must perform in earning the grades desired. Better students will need to demonstrate their thinking at deep levels rather than regurgitating information. Struggling students will need to focus on refining and practicing their skills in order to get to the next level.

What does this mean for parents?

1. Parents must understand that the grade on this system will be more closely correlated to their students' learning. Consider Student D. Student D has fallen behind in his Algebra 1 class. In the past, Student D could have gone back and completed four or five missing homework assignments, turned them in to his teacher, and probably have his grade move from a low D to a B. In the meantime, however, because Student D rushed his way through completing this missing work just to get his parents off of his back, he learned very little. In the new system, Student D's grade is not necessarily correlated by turning in those missing assignments. Rather, it is computed by determining what he has learned in completing those assignments. Once he has demonstrated his learning at the desired point on the rubric, his grade will come up.

What does this mean for teachers?

1. Additional thought must be given to assessment, especially formative assessment. Assessments and/or assignments must be crafted in a way that allows students to demonstrate the items specified by the rubric. For example, a math assessment might have a total of six problems. The first four might be basic knowledge, lower level skill "Quadrant A" problems. Students' successful completion of these problems, though, would probably only place them at a 2 or 2.5 on the rubric. To earn a 3, students would have to complete a problem that requires analysis or synthesis, perhaps some application, and the demonstration of skill development. To earn a 4, students would have to complete a problem that requires evaluation, demonstration of knowledge beyond that which was taught in class, or mastery of skill development. (See the official rubric for more information.) In summary, thought and attention to effective assessment principles which have been a topic of study for more than four years at WPHS must be put into place.
2. Essential outcomes must be written in language that is understandable for students and parents. The goal is to help students know how they are progressing in connection with the learning outcomes. That means they must be free from as much jargon as possible, clear, and concise. On Power Teacher, each essential outcome must be addressed as outlined in the example below from the English Team.
  - Learning Outcome—Writing Mastery 30%
  - Learning Outcome—Vocabulary 10%
  - Learning Outcome—Informational Reading 20%
  - Learning Outcome—Grammar Mastery 20%
  - Learning Outcome—Oral Communication 10%
  - Behavioral Outcome—Participation 4%
  - Behavioral Outcome—Timeliness of Work 3%
  - Behavioral Outcome—Working with Others 3%

These are the learning outcomes for **all** of the English teachers and each teacher has the same weighting. In addition, each English teacher must include the actual language of the learning outcome in Power Teacher so that students and parents can access the description through the provided hyperlink. Moreover, the names of assignments input into Power Teacher must be ones that make some type of sense to students and parents. In other words, naming assignments "Quiz 1, Quiz 2" etc. is not specific enough.

3. Grades must still be input on a weekly basis. This is a requirement for all teachers. Better communication with students and parents is one of the goals of this project. Therefore, inputting grades in a consistent and timely fashion is imperative and non-negotiable. Assessments, assignments, and projects must still be input every week. Again, communication is a goal of this project and this communication must be available for both students and parents in a timely and accurate fashion.
4. Teachers must ensure that all assignments, assessments, projects, etc. are specifically linked to at least one of their course's learning outcomes.
5. Teachers must internalize the school wide rubric to the point where they understand both the theory and the practice. They must be intimately familiar with this document and its contents. They must be able to patiently help parents and students understand the purposes and benefits to the system.

Support for students, parents, teachers, and community members will be held in the form of meetings open to all held regularly through the school year. Additional questions and comments can be directed to Mr. Young at any time.

## WHITE PINE HIGH SCHOOL OUTCOME BASED GRADING RUBRIC

Rubric Scale	Letter Grade	Achievement Level	Information	Thinking	Skills
4	A	Exceeding Standard	I make in depth inferences, applications, and connections beyond those explicitly taught in class.	I demonstrate thinking at the <b>Synthesize</b> or <b>Evaluate</b> levels of Bloom's Taxonomy.	I perform the desired skill at a level that demonstrates mastery completely independent of coaching.
3.5	A-	Almost Exceeding Standard	I make in depth inferences, applications, and connections beyond those explicitly taught in class with partial success.	I attempt thinking at the <b>Synthesize</b> or <b>Evaluate</b> levels of Bloom's Taxonomy with partial success.	I perform the desired skill at a level that indicates partial mastery. Minimal coaching is necessary.
3	B	Meeting Standard	I demonstrate proficiency regarding the information taught in class with no major errors or omissions.	I demonstrate thinking at the <b>Analyze</b> or <b>Synthesize</b> levels of Bloom's Taxonomy.	I perform the desired skill at a level that indicates proficiency. Some coaching is necessary. With practice, I will achieve mastery.
2.5	B-	Almost Meeting Standard	I am close to demonstrating proficiency regarding the information taught in class and need only to make a few adjustments and clarifications.	I attempt thinking at the <b>Analyze</b> or <b>Synthesize</b> levels of Bloom's Taxonomy with partial success.	I perform the desired skill at a level that indicates partial proficiency. I am not yet proficient in all components of the desired skill. Coaching is helpful and needed.
2	C	Approaching Standard	I demonstrate proficiency regarding the simpler details and processes but have only partial knowledge of the more complex ideas and processes.	I demonstrate thinking at the Apply level of Bloom's Taxonomy.	I perform the desired skill at a level that is not yet proficient. I am approaching proficiency in all areas but have not yet achieved it in any. My errors are all minor. Coaching is regular.
1.5	C-	Almost Approaching Standard	I have partial knowledge of the simpler details and processes but make major errors regarding more complex ideas and processes.	I attempt thinking at the Apply level of Bloom's Taxonomy with partial success.	I perform the desired skill at a level that is not yet proficient. My errors are both major and minor. Coaching is regular.
1	D	Emerging	I need significant practice and refining in order to demonstrate proficiency regarding the information taught in class.	I demonstrate thinking at the Know level only on Bloom's Taxonomy.	I perform the desired skill at a level that suggests significant practice is needed to achieve proficiency. I have many errors. Coaching is nearly constant.
0.5	D-	Emerging	I can, with help, demonstrate partial understanding of the simpler details and processes but not the more complex ones.	I attempt thinking at the Know level of Bloom's Taxonomy with partial success.	I attempt the desired skill with significant errors. Constant coaching is essential for any success.
0	F	No Attempt	I make no attempt.	I make no attempt.	I make no attempt.

When I **evaluate** I can:

- Defend an idea
- Advocate for change
- Argue my point with evidence
- Judge and explain
- Criticize and explain
- Assess the merits of

When I **synthesize** I can:

- Put the parts together into a whole
- Connect different sets of ideas
- Combine
- Summarize into big ideas
- Relate past to present
- Show how events are related

When I **analyze** I can:

- Break down
- Dissect
- Scrutinize
- Examine closely
- Inspect
- Divide into parts

Compare and contrast

Contrast differences

WHITE PINE HIGH SCHOOL OUTCOME BASED SIMPLIFIED GRADING RUBRIC					
Rubric Scale	Letter Grade	Achievement Level	Information	Thinking	Skills
4	A	Exceeding Standard	I make in depth inferences, applications, and connections beyond those explicitly taught in class.	I demonstrate thinking at the Synthesize or Evaluate levels of Bloom's Taxonomy.	I perform the desired skill at a level that demonstrates mastery completely independent of coaching.
3	B	Meeting Standard	I demonstrate proficiency regarding the information taught in class with no major errors or omissions.	I demonstrate thinking at the Analyze or Synthesize levels of Bloom's Taxonomy.	I perform the desired skill at a level that indicates proficiency. Some coaching is necessary. With practice, I will achieve mastery.
2	C	Approaching Standard	I demonstrate proficiency regarding the simpler details and processes but have only partial knowledge of the more complex ideas and processes.	I demonstrate thinking at the Apply level of Bloom's Taxonomy.	I perform the desired skill at a level that is not yet proficient. I am approaching proficiency in all areas but have not yet achieved it in any. My errors are all minor. Coaching is regular.
1	D	Emerging	I need significant practice and refining in order to demonstrate proficiency regarding the information taught in class.	I demonstrate thinking at the Know level only on Bloom's Taxonomy.	I perform the desired skill at a level that suggests significant practice is needed to achieve proficiency. I have many errors. Coaching is nearly constant.
0	F	No Attempt	I make no attempt.	I make no attempt.	I make no attempt.

When I **evaluate** I can:

- Defend an idea
- Advocate for change
- Argue my point with evidence
- Judge and explain
- Criticize and explain
- Assess the merits of

When I **synthesize** I can:

- Put the parts together into a whole
- Connect different sets of ideas
- Combine
- Summarize into big ideas
- Relate past to present
- Show how events are related
- Compare and contrast

When I **analyze** I can:

- Break down
- Dissect
- Scrutinize
- Examine closely
- Inspect
- Divide into parts
- Contrast differences



## Appendix 5: Phone Call Home Template

### Thank You Phone Call Template

Hi there, this is \_\_\_\_\_ calling from White Pine High School. I am your student's \_\_\_\_\_ teacher. How are you today? I wanted to call and let you know how pleased I am with \_\_\_\_\_ progress in my class. Just last week, \_\_\_\_\_ turned in an essay that really exceeded all of the expectations. It was clear that \_\_\_\_\_ worked really hard on the assignment. I just wanted to call and let you know this and also how much I appreciate your support at home. Please let me know how I can best help \_\_\_\_\_. Have a great day!

### Concerned Phone Call Template

Hi there, this is \_\_\_\_\_ calling from White Pine High School. I am your student's \_\_\_\_\_ teacher. How are you today? I wanted to call and express a concern. \_\_\_\_\_'s grade has really dropped in the last several weeks. \_\_\_\_\_ has not turned in two really important assignments that help me understand and measure what \_\_\_\_\_ has learned. How can I help with this?

For your information, we have before school, lunch, and after school tutoring available every day. I'm also willing to meet with you and your student to discuss further concerns.

Thanks for your time and have a great day!

## Appendix 6: Tasks for Teams

- Create norms. Example:
  - We will begin and end on time.
  - We will create an agenda and stick to it.
  - We will address off topic items at the end of the meeting.
  - Will not complain unless we come prepared to find a solution.
  - We will not speak offensively or react defensively.
  - We will involve the entire team in making decisions. (Examples include fist to five or thumbs up-thumbs down.)
  - We will gently confront those who violate team norms. (Examples include issuing dollar fines to those who violate norms. The pot can buy treats for the next meeting. Any use of humor is suggested!)
  - Identify SMART goal. Example: 95% of our students will meet or exceed the standard on the HSPE in writing. At least 40% of the students will exceed the standard.
- Plan at least four common assessments for the semester. These common assessments should help your team monitor progress towards the SMART goal.

- Discuss how you will approach grading the common assessments. Will everyone do this in a team meeting? How much will the assignments be worth? What can be given up so that the common assessments are not viewed as something “extra” by team members and by students?
- Decide how the data for the common assessments will be tracked. You might consider having the scribe keep the data in an Excel file. It should be tracked in a way that helps you measure progress towards the SMART goal and in a way that is beyond focusing on averages. Example:

	<b>Organization</b>	<b>Voice</b>	<b>Usage</b>	<b>TOTAL</b>
<b>Student 1</b>	3	3	2	3
<b>Student 2</b>	4	5	6	5
<b>Student 3</b>	3	4	5	4
<b>Student 4</b>	2	4	4	3
<b>Student 5</b>	6	5	4	5
<b>Student 6</b>	5	5	3	4
<b>TOTAL</b>	3 students met proficiency score of 4 or better	5 students met the proficiency score of 4 or better	4 students meet the proficiency score of 4 or better	4 students met the proficiency score of 4 or better.
<b>SUMMARY</b>	50% of students met the standard. 17% of students exceeded the standard.	83% of students met the standard. 0% of students exceeded the standard.	67% of students met the standard. 17% of students exceeded the standard.	67% of students met the standard. 0% of students exceeded the standard.

- Focus discussions of best practice and peer observations on strategies that address the gaps observed in common assessments.

## Appendix 6: Data Day Template

### RESULTS ORIENTATION

1. Cohort analysis of ITED.
  - a. How many students were proficient?
  - b. How many students exceeded the standard?
  - c. How many students are very close to being proficient?
  - d. How many students showed growth by 10 percentile ranks or more?
  - e. How many students showed growth between 5 and 9 percentile ranks?
  - f. How many students showed growth of 1 through 4?
  - g. How many students showed negative growth?
  - h. How many students showed negative growth of 5 or more percentile ranks?
2. Analysis of HSPE.

- a. What are the trends for...
  1. Exceeds standard?
  2. Meets standard?
  3. Approaches standard?
3. Analysis of MAP.
  - a. What are the general strengths and weakness of our students?
  - b. What are the general strengths and weaknesses of our incoming 9<sup>th</sup> graders?
  - c. How can we become more familiar with the MAP system and use it more effectively?
4. Common assessment discussion.
  - a. How can MAP be used as a common assessment?
  - b. How can we begin to use our common assessments more formatively?
  - c. SMART goals based on MAP data?
5. MAP exploration.

Outcomes for the day:

- Have a clear picture as to our students' progress from 7<sup>th</sup> grade to 10<sup>th</sup> grade.
- Reflect on our efforts to help students progress.
- Develop ideas about moving beyond “meets standard.”
- Become familiar with MAP data—how it's reported, how we can use it, how it can help us monitor student learning.
- Reflect on our current use of common assessments.
- Develop a more clear picture of how we can use common assessments more formatively.