



**WASHOUGAL HIGH SCHOOL**



**SCHOOL IMPROVEMENT PLAN  
2010-11**

## **Washougal High School Mission Statement**

Our mission is to engage and challenge each student intellectually and to provide the knowledge and skills needed to become productive members of our global community.

### **Vision Statement**

The WHS community will work together in an environment founded on respect, effective communication and accountability to develop holistically healthy and responsible life-long learners who are equipped to achieve their post-high school goals and be productive members of our global community.

### **Belief Statements**

1. We believe a safe, supportive and well-managed environment is necessary for learning.
2. We believe our students need structure, accountability and consistent expectations and will thrive where system-wide support exists.
3. We believe our students are our future and should be life-long learners and productive members of society.
4. We believe instruction must be relevant and personalized to meet the instructional needs of each student.
5. We believe the collaboration of students, family, and staff is critical to students achieving high standards.
6. We believe students learn best when they are active participants in their learning.
7. We believe students and staff must interact with mutual respect.

### **School Goals**

1. To increase student performance on the HSPE/EOC
2. To increase the number of passing grades recorded for each semester
3. Increase the number of students being academically challenged and actively engaged on a daily basis
4. Improve the school climate

**Washougal High School**  
**2010-2011**  
**School Improvement Plan**  
Signatures

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Aaron Hansen – WHS Principal

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Date

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Marsha Spencer – CTE Director

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Sandra Sharp –Staff Representative

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Ann Jendro – Staff Representative

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Gail Anderson - Parent/PAC Representative

# **WASHOUGAL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-2011**

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# Narrative – Washougal High School

## Part I: A Clear, Shared Focus

Our primary focus this school year will be on engaging school stakeholders in a continuous improvement process to target students at-risk, increase student achievement and improve school culture. We have identified students as being at-risk by several factors, which include: students receiving lower than a “C” on their report card and students who have not met standard on the HSPE. Our improvement plan is based on increasing our effectiveness to challenge, engage and support all of our students, therefore increasing all students’ overall performance.

We will continue to use Professional Learning Communities through departmental and interdisciplinary team collaboration with an emphasis on the following components of our Professional Learning Communities:

1. Put into action our mission and vision every single day.
2. Improve and increase collaboration among all stakeholders as a critical element to the school improvement process.
3. Put in place a system of interventions to promote student achievement.
4. Share our successes with the Washougal community.

The staff works together in a variety of ways. One type of collaboration is organized around course-alike teams within departments. These teams focus mainly on agreed upon criteria that we believe will lead to increasing student performance. Eight times during the year, we have a 3-hour early release for staff to collaborate. There are also seven 45-minute collaborative meetings dedicated to course-alike teaming. The goals of the course-alike teams for the 2010-11 School Year include:

- Identify 8-10 essential outcomes for each course during each semester.
- Develop common pacing for each course.
- Create common assessments (for lessons, units, mid-term, end-of-course and district-wide assessments).
- Create/revise standard-based lessons and instructional units.
- Analyze the data from the common assessments to improve instruction.
- Recognize and celebrate measurable accomplishments and “small wins” (especially successful lessons and units, as measured by common assessments).

The other type of collaborative team involves the entire staff in interdisciplinary teams. Last year these teams developed our mission, vision, beliefs, goals and action plan. These teams will continue to monitor the progress we are making.

The Administrative Team believes our ability to positively influence our school depends upon the level of trust among teachers and between teachers and the administration. The administration will actively and sincerely engage teachers in trust building in the following ways:

- Demonstrate personal integrity
- Be accessible and encourage open communication without fear of reprisal
- Be visible
- Facilitate and model effective communication
- Involve staff in decision-making
- Celebrate success and interdepartmental cooperation
- Support risk-taking to improve student performance
- Ensure teachers have basic resources keeping in mind budgetary constraints
- Establish high expectations

The administration team believes professional conversations establish habits of mind that extend beyond the conversation itself. Consequently, The administration will engage teachers in informal non-evaluative professional conversations throughout the 2010-11 school year using an agreed upon walk-through protocol. The specific components of the walk-through include:

- Frequent classroom visits lasting no longer than 10 minutes
- Agreed upon "look fors" and "listen fors"
- Dialogue regarding what was observed and teacher reflection

The administration will ask teachers to articulate what students will learn, will know and will be able to do as a result of a lesson, activity and/or unit of study. Each administrator will have a copy of the following:

- Course-alike teams and individual disciplines will identify 8-10 major outcomes to be learned each semester
- Course-alike teams and individual disciplines will identify individual learning targets to be learned for each unit
- Daily Learning targets will be obvious for all students

During post-observations, administrators will ask teachers to share the following:

- What students learned from the observed lesson including evidence
- How that specific learning is connected to what students learned previously
- How that specific learning is connected to what students will learn next
- How that specific learning is connected to a larger concept.

**1. Describe the data that was used and how it clarified the school's needs for improvement.**

**WASL Test Analysis - Reading Standard**

Chart 1

**Reading Scores WHS vs State**

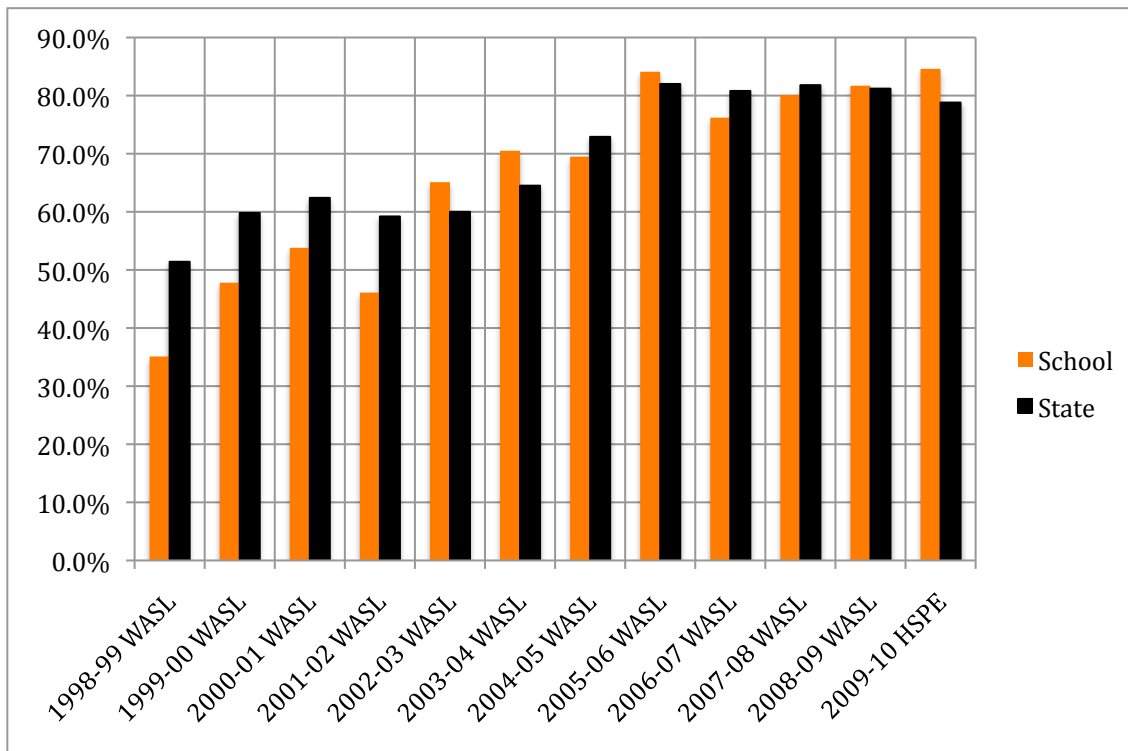


Chart 1 Reading Analysis

The total percentage of students meeting or exceeding the standard in reading has increased from 81.7% for the school year 2008-09 to 84.6% for 2009-10. This data represents an increase of 2.9%. Our goal this year is to increase from 84.6% to 90% for the 2010-11 school year and be above the state average in each strand.

Chart 2 Reading Strand

### Reading Strand WHS vs State

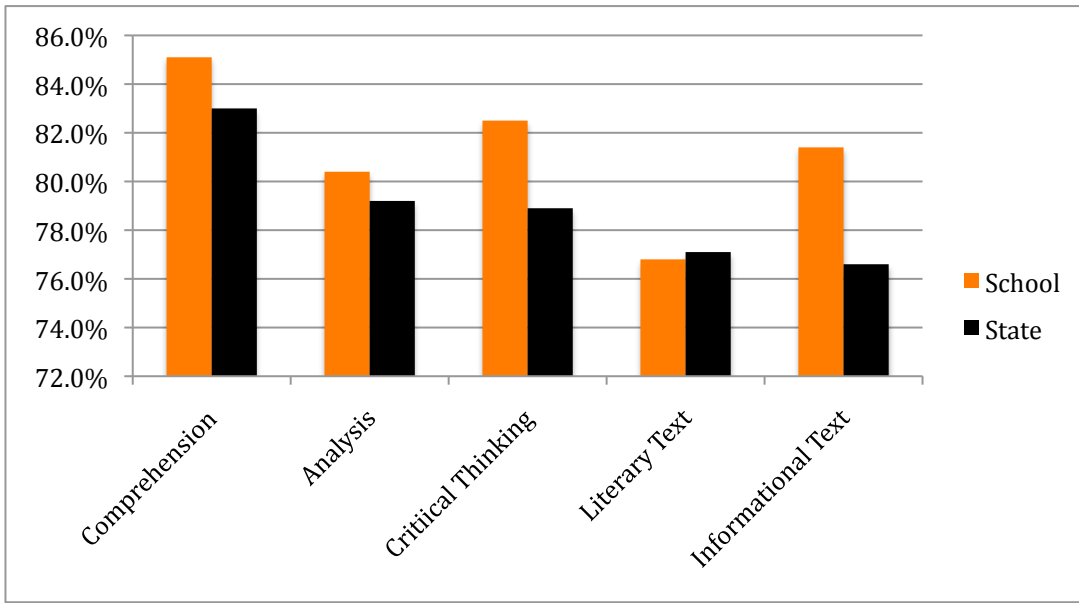


Chart 2 Reading Analysis

This chart shows the difference between Washougal High School and the state. For 2009-10, Washougal High School was above the state in comprehension by 2.0%, above the state in analysis by 1.2%, above the state in critical thinking by 3.6%, above the state in informational text by 4.8% and below the state by .4% in literary text.

Charts 3 and 4

**WHS Reading Levels 1999-2010**

Reading School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
1998-99	6.2%	24.7%	34.0%	18.6%	16.5%
1999-00	11.9%	11.9%	28.4%	19.4%	28.4%
2000-01	3.8%	14.7%	27.6%	18.6%	35.3%
2001-02	1.7%	28.3%	23.9%	15.6%	30.6%
2002-03	3.6%	10.9%	20.3%	20.8%	44.3%
2003-04	2.4%	8.1%	19.0%	19.5%	51.0%
2004-05	1.4%	11.0%	18.1%	33.8%	35.7%
2005-06	1.4%	3.9%	10.6%	29.5%	54.6%
2006-07	6.9%	3.4%	14.3%	36.0%	39.4%
2007-08	3.4%	5.8%	11.1%	38.6%	41.1%
2008-09	0.0%	7.0%	14.5%	41.9%	36.6%
2009-10	0.5%	6.7%	8.2%	29.7%	54.9%

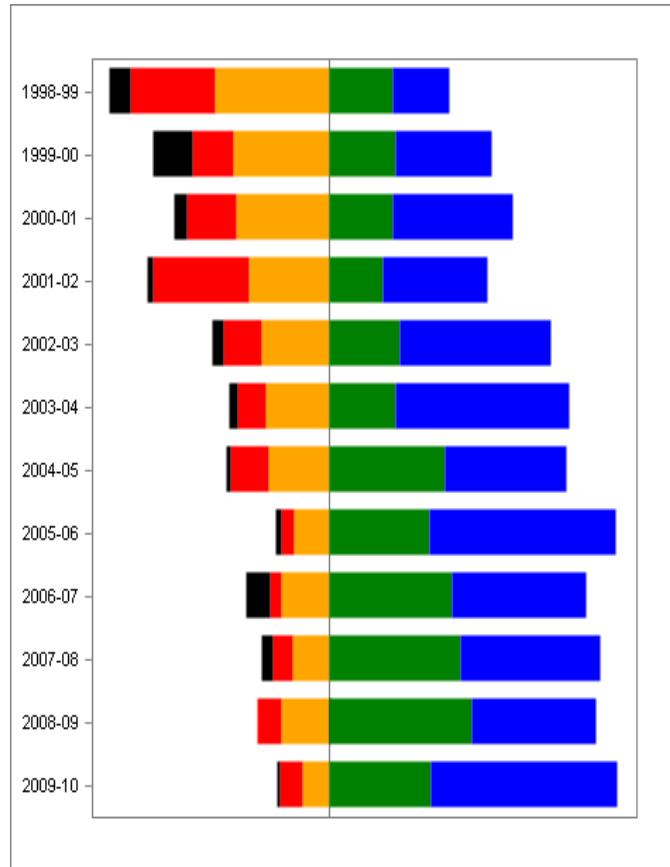


Chart 3 and 4 Reading Analysis

The graphs indicate WHS students who have reached Level 3 and 4 which is meeting or exceeding the standard and students who are below standard at Level 1 and 2. There was a 6.3% decrease in the number of students with a level 2, a decrease of 12.2% for level 3 and an increase of 18.3% for level 4.

## Reading Strategies to Address and Implement for School Improvement

<b>SPED &amp; English SMART Goal</b>	<b>Strategies &amp; Action Steps</b>	<b>Evidence of Effectiveness</b>
-To increase student fluency rate, decoding, vocabulary, and comprehension of text through teacher-directed, whole and small group instruction as well as computer programs in reading, vocabulary, and spelling using the Read 180 program	-Use specialized instruction as part of the Read 180 program to raise academic achievement level.  -Use SRI achievement tests every six weeks, read book texts, and reading book tests and packets	-Students will demonstrate growth and mastery by raising SRI scores, reading, word, and spelling zone scores as well as comprehension on each assessment.  -More students will pass the reading HSPE.

<b>English SMART Goal</b>	<b>Strategies &amp; Action Steps</b>	<b>Evidence of Effectiveness</b>
-90% of Sophomores will meet proficiency on the HSPE  -Students will concentrate on analyzing, interpreting, and synthesizing literary elements.  -Students will learn to evaluate purpose, reasoning, and ideas as well as being able to extend information beyond the text.  -Students will be able to understand, summarize, and make predictions when using informational text.  -Students will be able to understand text features, compare, contrast and make connections, and analyze the author's purpose and effectiveness in informational text.  -Students will utilize literary text for analysis and synthesis of literary concepts and a deeper understanding of the written word.	-Students will concentrate on analyzing the author's purpose and themes and evaluating the effectiveness of these as they read and write literary works.  -Students will be asked to take their reading experiences and generalize beyond the written word to real life examples.  -Students will read and understand informational text and be able to summarize what is read as well as have a working knowledge of the vocabulary used.  -Students will be able to compare and contrast among informational texts  -Students will be able to think critically about what has been written in informational text and be able to evaluate reasoning and ideas.  -Students will move up the levels of Bloom's taxonomy in their ability to understand literary text.	-90% of Sophomores will have met proficiency on the HSPE  -Students' grades and quality of work will reflect a better understanding.  -Students' completion of work will increase by 15%.

## WASL Test Analysis - Writing Standard

Chart 1 Writing Scores

### Writing Scores WHS vs State

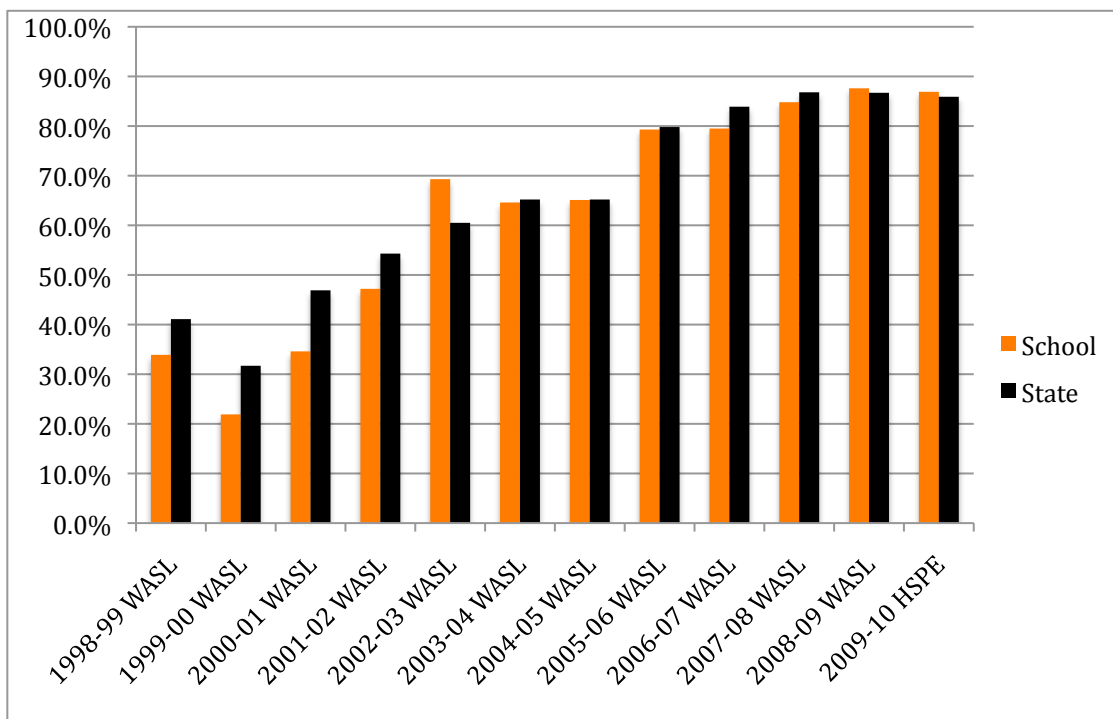


Chart 1 Writing Analysis

The total percent of students meeting or exceeding the standard in writing has decreased from 87.6% for the school year 2008-09 to 87% for 2009-10. This represents a decrease of .6% percent. Our goal this year is to increase from 87% to 90% for the 2010-11 school year and be at or above the state average in each strand.

Chart 2 Writing Strand

**Writing Strands WHS vs State**

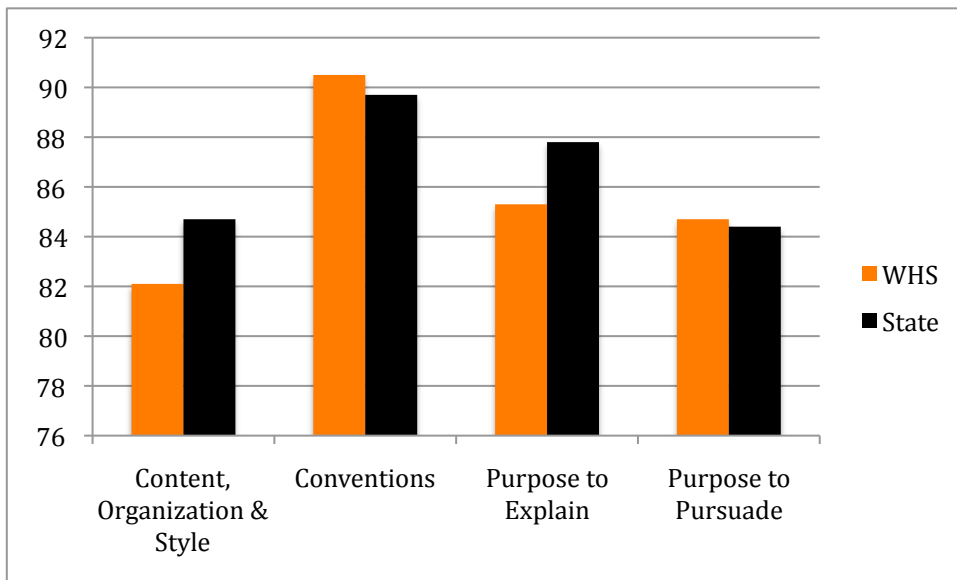


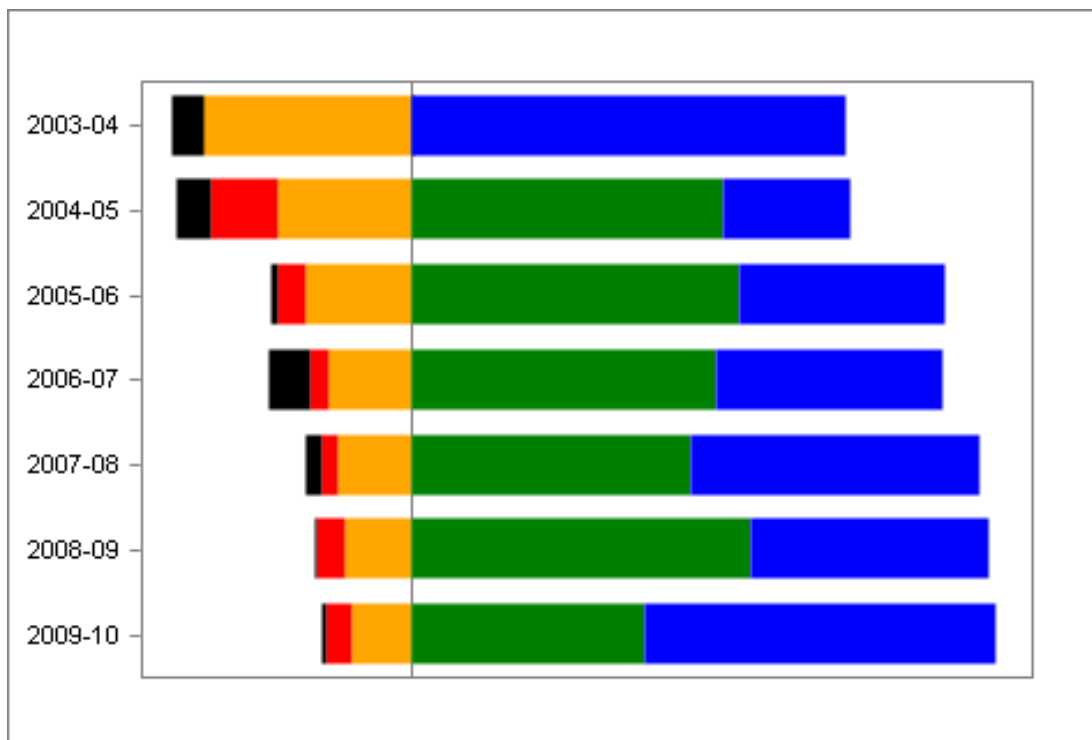
Chart 2 Writing Analysis

As seen in Chart 2, we were lower than the state average by 2.6% in content, organization and style, higher than the state average by .8% in conventions, lower than the state by 2.5% in purpose to explain and we were .3% above the state in purpose to persuade. The content, organization and style and purpose to explain deficit will be addressed by specific departmental SMART Goals, and the strategies to improve them will be discussed within Professional Learning Communities.

Chart 3 and 4

**WHS Writing Levels 2004-2010**

Writing School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	4.8%	0.0%	30.6%	0.0%	64.6%
2004-05	5.3%	10.0%	19.6%	46.4%	18.7%
2005-06	1.0%	3.9%	15.8%	48.8%	30.5%
2006-07	6.0%	3.0%	12.1%	45.2%	33.7%
2007-08	2.4%	2.4%	10.7%	41.5%	42.9%
2008-09	0.6%	4.0%	9.8%	50.6%	35.1%
2009-10	0.5%	3.7%	8.9%	34.6%	52.4%



**Chart 3 and 4 Analysis**

The graphs indicate WHS students who have reached Level 3 and Level 4 which is meeting or exceeding the standard and students who are below standard at Level 1 and Level 2. We had a decrease Level 1 of .3%, decrease in Level 2 of .9%, a decrease 16% in Level 3 and a increase of 17.3% in Level 4.

## Writing Strategies to Address and Implement for School Improvement

English SMART Goal	Strategies & Action Steps	Evidence of Effectiveness
<p>-Students will write daily and will use rubrics once a week to measure their own writing ability against an approved rubric.</p> <p>-Students will write effectively in both expository and persuasive styles.</p> <p>-Students will concentrate on improving their abilities in content, organization, and style meaning that there will be an increased focus on elaboration, transitions, voice, and supporting details.</p> <p>-Students will proof read and correct each other's papers</p>	<p>-Students will engage in meaningful writing processes daily.</p> <p>-Writing development will be analyzed by both the teacher and the individual student.</p> <p>-Students will use the process of pre-writes and multiple drafts to improve their writing processes.</p> <p>-Students will apply their knowledge of COS to be able to effectively peer correct papers.</p> <p>-Students will narrow their focus in writing and concentrate on elaboration and supporting details.</p> <p>-Students will write using a voice that is appropriate for audience and purpose.</p>	<p>-Sophomores will be prepared to take the HSPE</p> <p>-Improve HSPE scores to 90% passage</p> <p>-Exceed the state scores in content, organization and style.</p> <p>-Increase the number of students moving from L2 to L3 in Writing by 20 %.</p>

# WASL Test Analysis –Math Standard

Chart 1 Math Scores

### Math Scores WHS vs State

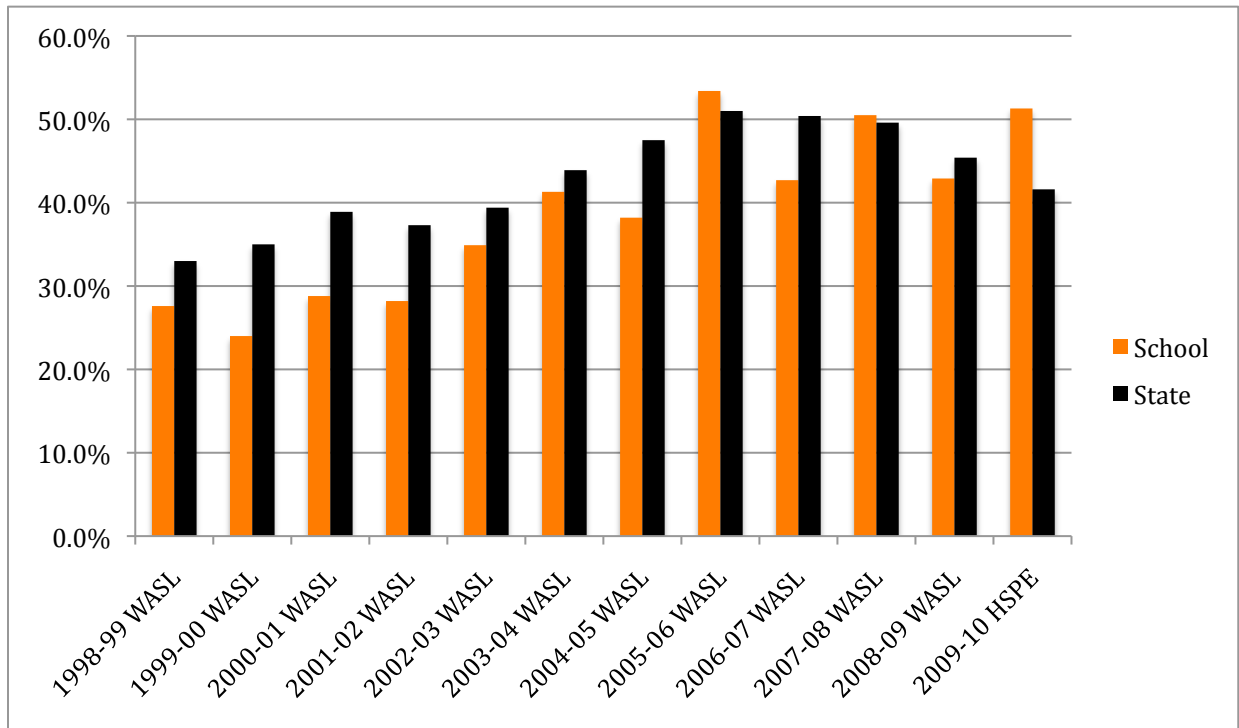


Chart 1 (Math) Analysis

According to Chart 1, the total percent of students meeting or exceeding the standard in math has increased from 42.9% for the school year 2008-09 to 51.3% for the school year 2009-10. This represents a increase of 8.4%. Our goal next year is to increase from 51.3% to 65% for the 2010-11 school year and be at or above the state average in each strand.

Chart 2 Math Strand

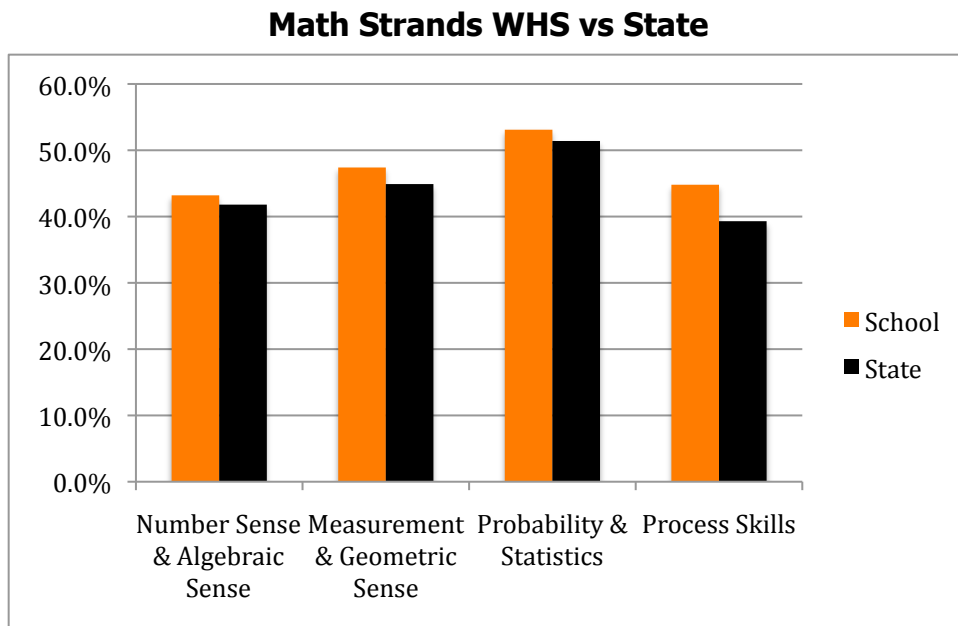


Chart 2 Math Analysis

As seen in Chart 2, students at WHS were higher than the state average by 1.4% in number and algebraic sense, higher in measurement and algebraic by 2.5%, higher in probability and statistics by 1.7%, and higher in process skills by 5.5%. We will continue to develop math SMART Goals by department and the trends and strategies to improve our math scores will be discussed within Professional Learning Communities.

Chart 3 and 4

**WHS Math Levels 1998-2010**

Math School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
1998-99	2.1%	40.1%	30.2%	17.7%	9.9%
1999-00	12.0%	37.0%	27.0%	18.5%	5.5%
2000-01	2.6%	46.8%	21.8%	16.7%	12.2%
2001-02	3.3%	46.4%	22.1%	16.6%	11.6%
2002-03	3.6%	32.8%	28.6%	20.3%	14.6%
2003-04	1.9%	32.2%	24.5%	24.5%	16.8%
2004-05	0.9%	31.6%	29.2%	28.3%	9.9%
2005-06	2.9%	18.1%	25.5%	39.2%	14.2%
2006-07	9.0%	21.3%	27.5%	28.0%	14.2%
2007-08	1.5%	32.5%	16.7%	31.5%	17.7%
2008-09	1.6%	32.4%	28.6%	25.9%	11.4%
2009-10	0.5%	33.7%	14.5%	30.1%	21.2%

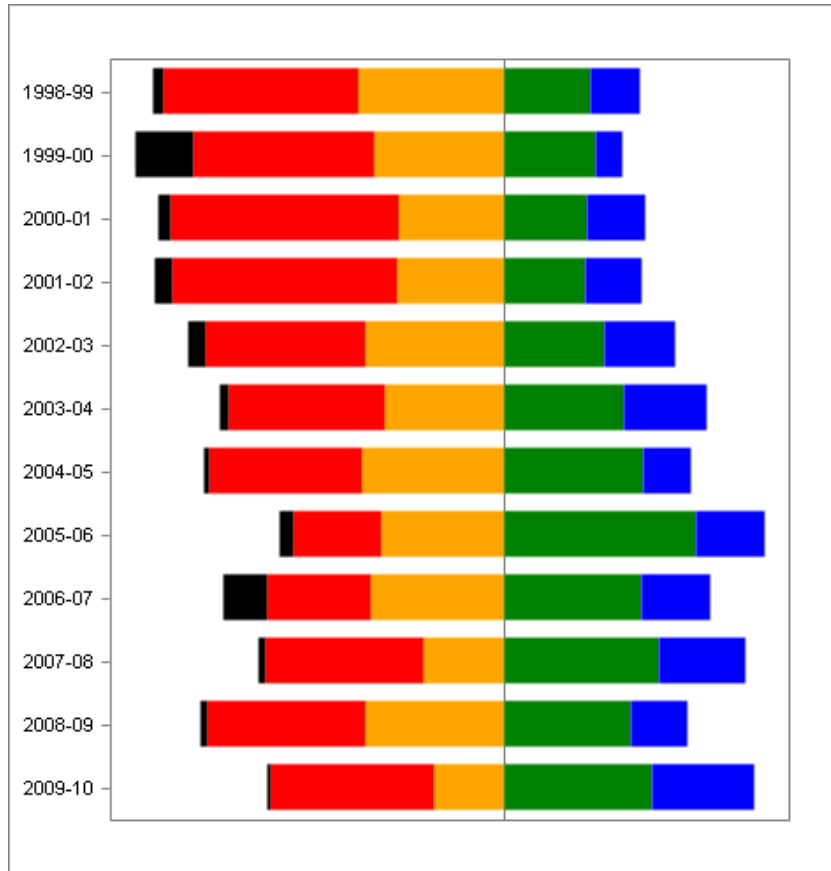


Chart 3 and 4 Math Analysis

The graphs indicate WHS students who have reached Level 3 and Level 4 which is meeting or exceeding the standard and students who are below standard at Level 1 and Level 2. The graphs show an increase of Level 1 scores by 1.3%, decrease of Level 2 scores by 13.1%, an increase of level 3 and 4 scores by 4.2% and 9.8%.

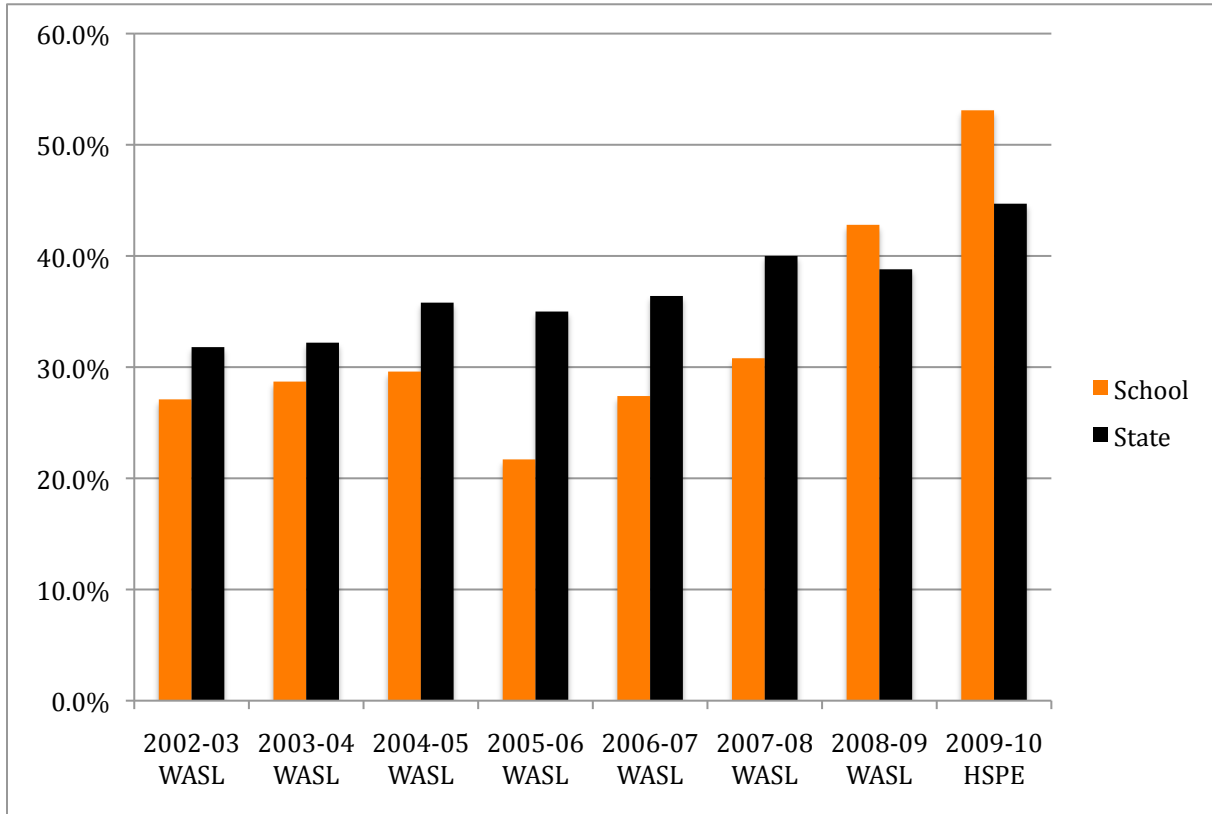
## Math Strategies to Address and Implement School Improvement

Math SMART Goal	Strategies & Action Steps	Evidence of Effectiveness
<p>-To increase the number of students receiving 3's and 4's on the HSPE to 65%.</p>	<p>-Students will practice WASL &amp; HSPE released items or HSPE-like problems starting second semester in Integrated I, II &amp; III</p> <p>-Teachers will pre-teach vocabulary and emphasis EOC terminology prior to starting unit instruction</p> <p>-Teachers in Integrated I &amp; II will align instruction and assessment to the Performance Expectations.</p> <p>-Students in Integrated I who fail a test will have an opportunity to re-learn and re-take unit tests during Panther Time.</p> <p>-Students in Integrated I, who qualify for LAP will work with our math LAP support person who will develop an individualized learning assistance plan for those students.</p>	<p>-Students will better understand EOC type questions</p> <p>-65% of students will receive a 3 or a 4 on the EOC</p> <p>-Better understanding of math terminology</p> <p>-Targeted math support by using assessments in a diagnostic manner and providing one-on-one or small group support will improve understanding, confidence and EOC results.</p> <p>-Targeted assessments aligned to the PE's measuring student understanding and effectiveness of instruction will result in better placement of students, improved alignment and ultimately better scores.</p>

## WASL Test Analysis-Science Standard

Chart 1 Science Scores

### Science Scores WHS vs State



#### Chart 1 (Science) Analysis:

According to Chart 1, the total percent of students meeting or exceeding the standard in science has increased from 42.8% for the school year 2008-09 to 53.1% for the school year 2009-10. This represents an increase of 10.3%. Our goal next year is to increase from 53.1% to 65% for the 2010-11 school year and be at or above the state average in all three strands.

Chart 2 Science Strand

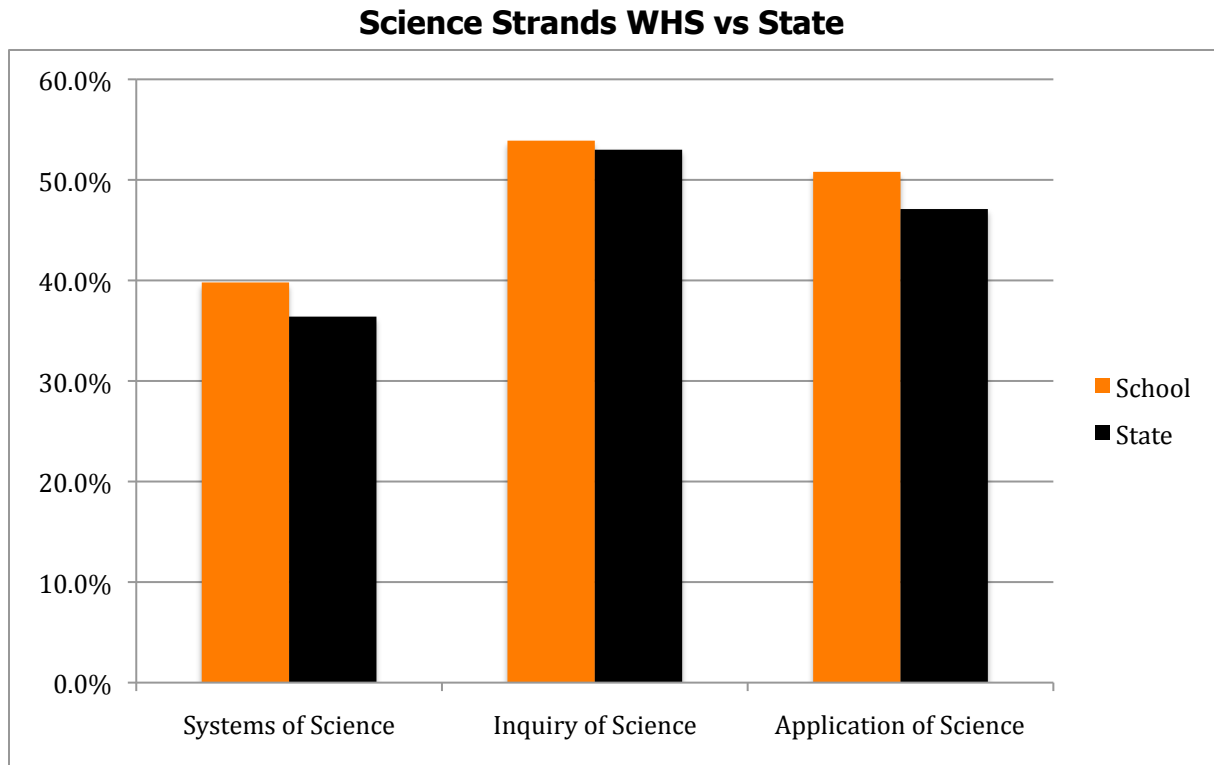


Chart 2 Science Analysis

As seen in Chart 2, students at WHS were above the state by 3.4% in systems of science, and higher than the state in inquiry in science and application of science by .9% and 3.7%. The development of science SMART Goals in all areas will occur in order to improve our HSPE results for the 2010-2011 school year.

Chart 3 and 4

**WHS Science Levels 2003-2010**

Science School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2002-03	4.0%	46.9%	21.9%	26.0%	1.0%
2003-04	1.9%	44.0%	25.4%	28.2%	0.5%
2004-05	2.8%	49.3%	18.3%	28.6%	0.9%
2005-06	3.0%	51.7%	23.6%	20.7%	1.0%
2006-07	14.6%	35.4%	22.6%	25.0%	2.4%
2007-08	2.6%	44.0%	24.1%	29.3%	0.0%
2008-09	4.5%	28.9%	23.9%	37.3%	5.5%
2009-10	0.5%	29.2%	17.2%	40.1%	13.0%

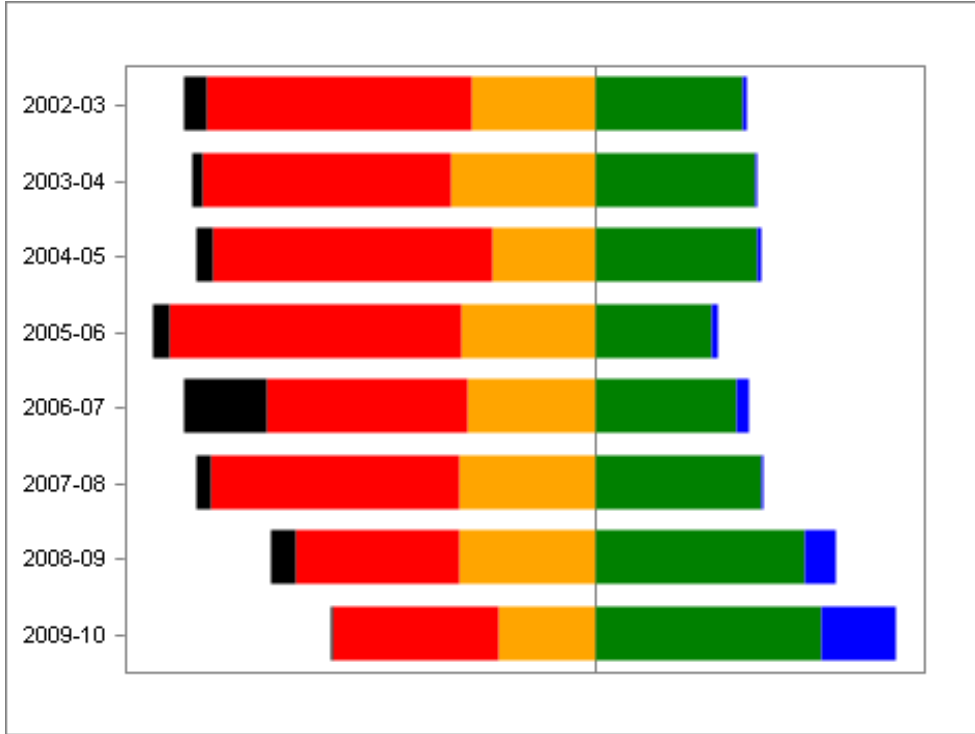


Chart 3 and 4 Science Analysis

The graphs indicate WHS students who have reached Level 3 and Level 4 which is meeting or exceeding the standard and students who are below standard at Level 1 and Level 2. The graphs show an increase of Level 1 scores by .3%, a decrease of Level 2 scores by 6.7%, an increase of 2.8% for Level 3 scores and an increase of 7.5% for Level 4 scores.

## Science Strategies to Address and Implement School Improvement

Science SMART Goal	Strategies & Action Steps	Evidence of Effectiveness
<p>-To increase the number of students receiving 3's and 4's on the HSPE.</p> <p>-To increase the number of students who understand how properties are used to identify, describe, and categorize substances, materials and objects.</p> <p>-To increase the number of students who understand components, structures, organizations and interconnections described in a system.</p> <p>-To increase the number of students who understand how interactions within and among systems cause changes in matter and energy.</p>	<p>-Students will have an opportunity to see WASL released items as well as HSPE-like questions frequently throughout physics, biology and chemistry.</p> <p>-Students will have an opportunity to complete labs and assignments during Panther Time.</p> <p>-All science teachers will conduct labs that require gathering and analyzing data.</p> <p>-Students will use the lab format to collect data on a variety of inquiry questions.</p>	<p>-Evaluation of labs, quizzes, and tests will indicate students are successfully making predictions, inferences and conclusions.</p> <p>-HSPE scores will reflect students understand how the scientific design works and is implemented in an experimental format independent of content area.</p> <p>-In students procedures, they will include:</p> <ul style="list-style-type: none"> <li>• logical steps to do the investigation</li> <li>• two controlled variables</li> <li>• one manipulated variable</li> <li>• one responding variable</li> <li>• how often measurements should be taken and recorded</li> </ul>

## Academic Analysis

Chart 1- Grade Breakdown

2008-09 vs 2009-10

<b>1st Semester</b>	<b>2009</b>	<b>%</b>	<b>2010</b>	<b>%</b>
A's	1678	35%	1724	36%
B's	1232	26%	1251	26%
C's	901	19%	887	18%
D's	457	9%	549	11%
F's	497	11%	389	8%
<b>2nd Semester</b>	<b>2009</b>	<b>%</b>	<b>2010</b>	<b>%</b>
A's	1604	33%	1694	35%
B's	1253	26%	1214	25%
C's	994	20%	963	20%
D's	419	9%	566	11%
F's	580	12%	459	9%

Chart 1 Analysis:

During the 2009-10 school year, Panther Time was implemented. The percentage of "C's or better" remained at 80% from the 2008-09 school year to the 2009-10 school year for first semester, but increased from 79% to 80% during second semester. The number of "F's" decreased by 3% for both semesters during the 2009-10 school year.

## School Strategies to Address and Implement School Improvement-Improving Grades

SMART Goal	Strategies & Action Steps	Evidence of Effectiveness
<p>-To increase the number of students earning C's or better in all classes by the end of each semester.</p>	<p>-Students who receive a grade less than a "C" attend Panther Time to receive additional support from either the Panther Time teacher or the classroom teacher</p> <p>-Develop three week target dates to conduct formal grade checks and to celebrate successes with individuals earning "Choice Time"</p> <p>-PT teachers support students with monitoring their academic progress</p> <p>-Refer students who are making minimal progress to the counselors for more specific support (Student Staffing)</p> <p>-Peer mentors are assigned to 9<sup>th</sup> grade students who are not earning "Choice Time"</p> <p>-Students grades 9<sup>th</sup>-11<sup>th</sup> will facilitate two Student-led Conferences (Fall and Spring)</p>	<p>-The total number of students C's or better will increase.</p> <p>-Students understand the importance of keeping up in all of their classes throughout the semester.</p> <p>-Students having a better understanding of their academic progress and receiving additional support will increase learning and better grades.</p> <p>-Staff teams (teachers, counselors and parents) can develop an academic plan specific to student's needs.</p>

## **Part II: Strategies and Action Steps (The 9 Characteristics of High Performing Schools)**

### 1. Clear and Shared Focus/Data Analysis

- Addressed in Part 1 of the Improvement Plan

### 2. High Standards and Expectations

- Identify essential outcomes for each course during each semester.
- Develop common pacing for each course.
- Create common unit, mid-term and end-of-course assessments.
- Analyze the data from the common assessments to improve instruction.
- Develop SMART goals around reading, writing, math and science in identified departmental areas to implement strategies that improve student learning.

### 3. Effective School Leadership

- The administrative team advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- Developing leadership capacity through the Professional Learning Community/Department Leaders/ALT/grade level teams/interdepartmental collaborative teams who serve as the building leadership teams.

### 4. High Levels of Collaboration

- Administrators, counselors and teachers have designated time for collaboration for the purpose of improving instruction.
- All staff members see themselves as a community of professional learners, continuously expanding their expertise.
- PLC teams analyze results of common assessments to revise curriculum and instructional practices.

### 5. Curriculum, Instruction, and Assessment Aligned with Standards

- PLC teams will focus on aligning their curriculum, instruction and assessment with state standards.
- Specific departmental teams have developed SMART goals to address reading, writing, math and science deficiencies.
- Interdepartmental collaboration will result in conceptual integration amongst different departments (i.e. computer applications/English/social studies and English/math and science/etc.)

## 6. Frequent Monitoring of Teaching and Learning/Use of Resources and Adaptations

- PLC Teams will meet for at least 24-hours during the 2010-2011 school during early release PLC team time as well as utilizing common preparation time.
- The administrator who evaluates the department supervises each team.
- Teams follow clearly defined norms, goals and outcomes.
- Analysis of student achievement on common assessments is a primary focus.
- Analysis is used to guide decisions on the effectiveness of the assessment and alignment of curriculum with district and state guidelines.
- Teaching is adjusted based on frequent monitoring of student progress
- Assessment results are used to focus and improve instructional programs.

## 7. Focused Professional Development

- The focused area of professional development is in the areas of math, social studies and language acquisition through participation in the Evergreen Math Project, Teaching American History (TAH) and S.I.O.P training.
- Individual Professional Growth Plans are completed for all staff members through teacher-administrator dialogue.

## 8. Supportive Learning Environment/Student Engagement

- Instruction is personalized and engaging.
- Panther Time is used to positively impact student relationships with teachers.
- A system of department and building-wide interventions will be developed and implemented by all PLC Teams.
- Administrators will conduct weekly walk-throughs to offer teachers feedback on student engagement and to coach teachers regarding best practices for teaching and learning.

## 9. High Level of Community and Parent Involvement/Engagement

- August Schedule Pick-up Event
- Freshmen and New Student Orientation
- Open House-prior to school starting
- Fall Student-led Conferences, Parent Conferences and Senior Credit Check
- Spring Student-led Conferences
- Parent Newsletter and Website
- Parent Advisory Committee
- Grade level Parent Information Night(s)
- Senior Project Panels
- Senior Project Mentoring and Job Acquisition Skills

## **Part III – Technology Strategies and Action**

### Teacher Integration

	WHS	2009	WHS	2010
Tier 1	37	75.5%	36	78.3%
Tier 2	5	10.2%	5	10.9%
Tier 3	7	14.3%	5	10.9%
	49		46	

Forty-six teachers completed a technology survey last year for the district and state. The total score received back was a 1.87 (36 level 1, 5 level 2, 5 level 3). This score places our staff in the adaptive range of utilizing technology as seen in the scale below.

SCALE =

- 0 - 1 emerging with the integration of technology into the instructional environment
- 1 - 2 adaptive with the integration of technology into the instructional environment
- 2 - 3 transformational with the integration of technology into the instructional environment

### **Technology and Learning:**

As a school, we use computers as tools to support student learning in the same way we use lab equipment, graphing calculators, or library resources. We offer computer and technology-based classes including computer applications I & II.

We have two computer labs for use by all subject area classes. In these classes, computers are used primarily for word processing and Internet research. We also have a two computer labs for use in career and technical courses. In addition, there are computers in each classroom. Journalism and Yearbook use computers exclusively for production.

Our general computer technology is used for keyboarding, word processing, test-taking, research and student presentations. Students prepare for their future by developing their own electronic portfolio using Career Cruising.

**Technology Goal: To have 85% of our teachers at level 3 by the end of the 2010-11 school year.**

### **Strategies:**

- WHS will include in its yearly professional development goals, a self assigned goal in the area of technology integration.

- Les Brown and Rebecca Miner will present information regarding the technology survey and technology professional development available throughout the year.
- Starting in January, one staff meeting a month will be dedicated to using technology in the classroom.
- Staff will be encouraged to attend district sponsored and provided technology workshops.

## **Technology/Student Literacy**

The 8th grade students at Jemtegaard and Canyon Creek Middle Schools completed a technology survey last year also. Students in all tiers are to be utilizing technology to build and share knowledge; and also to improve and enhance learning in all subject areas and experiences.

### **8th grade Technology Literacy Survey (2008-09)**

<b>SCHOOL</b>				<b>Total</b>
	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>	
<b>CCMS/JMS</b>	24.5%	44%	31.5%	184

Tier 1: is personal use and communication

Tier 2: is access, collect, manage, integrate and evaluate information

Tier 3: is solve problems and create solutions

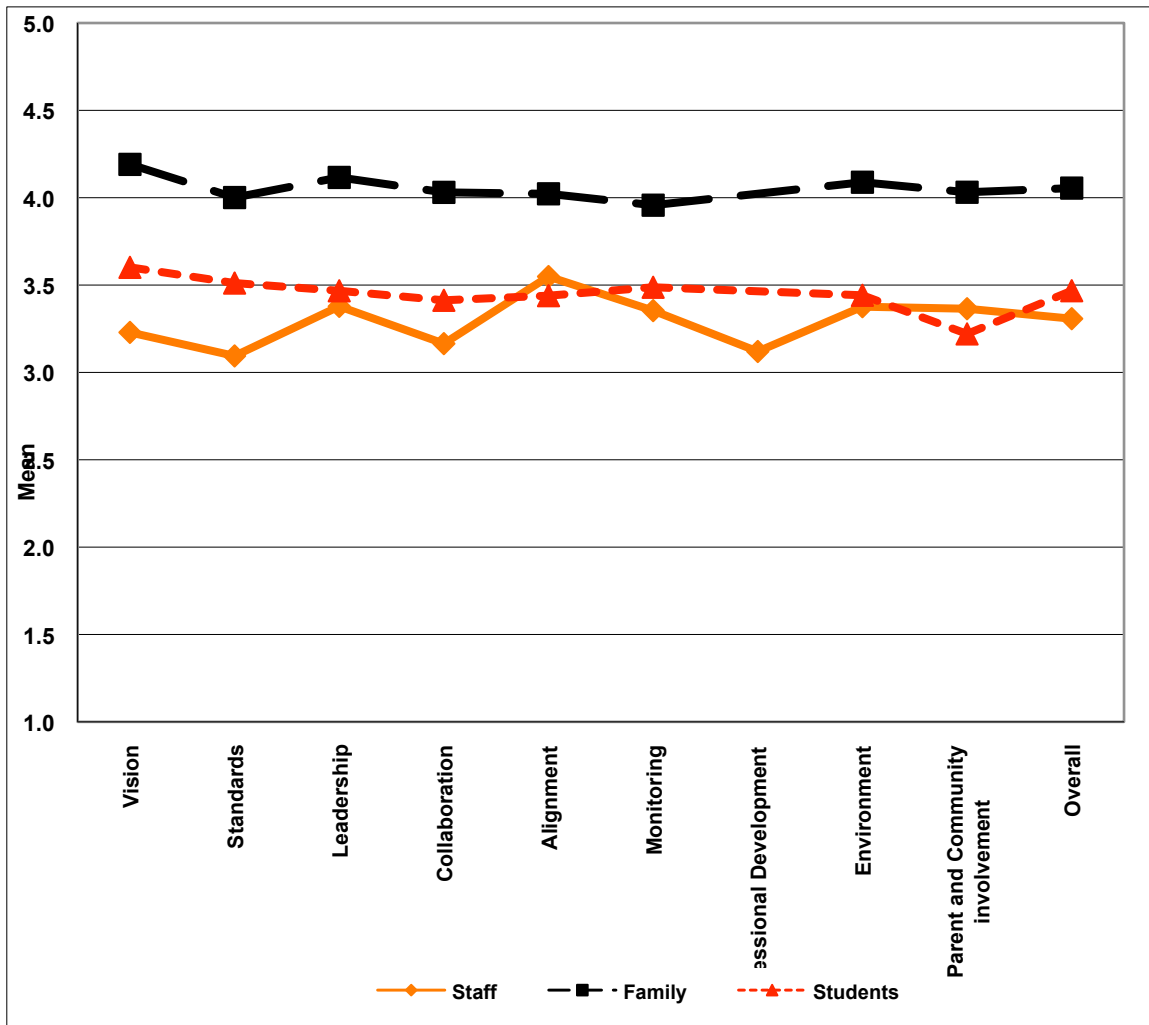
According to the data, the majority of students entering Washougal High School are able to utilize technology at a Tier 2 level or above. Washougal students utilize technology within the classroom for projects and presentations, and also specific skill building. The technology teacher at Washougal High School regularly collaborates with the language arts teachers to integrate their content into her lessons and to assist them in integrating technology into their lessons. Below are some of the strategies that will be utilized to increase students' usage of technology from a Tier 1 and 2 to a Tier 3.

1. Student Technology Literacy Goal: projected 80% of all 8th grade students will be at a Tier 3 of the Technology Literacy Indicator Scale in the district and high school curriculum will be aligned to the skills of each incoming class through June 2010.
2. Staff Technology Goal: projected 80% of all teachers and support staff will integrate technology into their daily instructional strategies at the levels described by Tier 3 on the Teacher

## Survey Perception Data-Staff, Parent and Student

Teachers, parents, and students completed a survey in the spring of 2010 to provide information on how they perceived Washougal High School based on the Nine Characteristics of High Performing Schools. Staff, parents and students rated the different characteristics on a five-point scale: "agree completely" (5), "agree mostly" (4), "agree moderately" (3), "agree slightly" (2), and "don't agree at all" (1). The summary of the surveys is below.

### WHS 2010 Survey Data



## Data-Analysis

- Families rated WHS highest in the areas of Vision, Leadership and Environment.
- Staff rated WHS highest in the areas of Leadership, Monitoring, Environment and Parent/Community Involvement
- Students rated WHS highest in the areas of Vision, Standards, and Leadership.
- There were only two scores lower than 3.2 and they were in the area of Standards and Professional Development.
- Families rated all areas much higher than staff and students.

### All Nine Characteristics – Mean, Results by Group

