



Toppenish High School

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Title I/ School-Wide Improvement Plan



Mission

The mission of Toppenish High School is to develop passionate, empowered individuals ready for a world with infinite possibilities.

**Provided by School Improvement Assistance
Office of Superintendent of Public Instruction**

2010-2011

Description of School Community and Team Members

Overview of Toppenish High School

Toppenish High School is an accredited four-year high school located in Toppenish, Washington. Toppenish is located in the heart of the Yakima Valley on the Yakama Indian Nation Reservation. The Toppenish economy is largely based on agriculture and tourism. The community is rural in nature and faces many economic difficulties associated with a decline in agricultural revenues and jobs. The community of Toppenish has been proactive in dealing with issues associated with poverty and has a “Safe Haven” (after school center for children) that also provides a variety of community resource services.

Toppenish High School had an enrollment of 720 students in October 2009 and an enrollment of 688 students in May 2010. The student population consisted of 47.5% boys and 52.5% girls. The ethnicity of the school was 85.4% Hispanic, 9.3% American Indian, 0.6% Asian/Pacific Islander and 5.0% White. As of May 2010, 93.6% of our students were eligible for free or reduced lunch, 22.7% qualified for the transitional bilingual program, 9.7% of our students received special services and 22.4% of our students were classified as migrant.

The certificated teaching staff (40) at the high school had an average of 10.9 years of teaching experience, with 60.0% of them holding at least a Master’s Degree in teaching. Ninety-Seven (97) percent of the high school’s teaching staff is Highly Qualified as defined by the Federal Government’s No Child Left Behind.

Leadership/Planning Team Members

Michael Ayling Science Teacher

Leslie Brown History Teacher

Darla Carnevali English Teacher

Doris Dorr PE/Health Teacher

Desiree Fry Math Teacher

Trevor Greene Principal/Parent

Janae Larsen Spanish Teacher

Brenda Mallonee Vice Principal

Charles Murphy Special Ed Teacher

Shawn Myers Science Teacher

John Piper PE/Health Teacher

Tristan Roth English Teacher

LeAnn Straehle History Teacher

Stephanie Dorr Paraprofessional

Jose Segovia Paraprofessional

Tricia Piper Parent

SWP #1

Purpose of Plan

The planning process and the School Wide Plan (SWP) is designed to help facilitate systemic change in the entire educational program of a high poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Toppenish High School's "Title I/School Improvement Plan" has been developed to give focus and direction to building staff as we work together to meet the social, emotional, and academic needs of all of our students. The school improvement process and plan has been developed under the guidance of the Office of the Superintendent of Public Instruction (OSPI) and the Toppenish School District. With these supports, we have gathered perceptual and achievement data and have used the results/findings to define our improvement goals. To support the successful attainment of our goals, we have researched and implemented "best practices" into our instructional day. The plan has been designed to meet the individual needs of all students, most importantly those who have not had the same advantages as others and who have historically been underserved. The plan provides teachers and our support staff with the identified professional development they will need in order to successfully implement the plan and continue to enhance their professional offerings. Toppenish High School's "Title I/School Improvement Plan" makes public the instructional program offered by the Toppenish High School team and outlines what needs to be put into place in order to build capacity and to sustain the improvements and success that we have already achieved.

Another key component that was considered in the development of the plan is the need to communicate to and involve all of our parents in the school improvement process. The plan defines the critical role parents must play in the education of their children. Embedded throughout the plan, are ways in which parents can be involved/engaged in the process and specifies the supports the school will provide in order to facilitate the continued growth and achievement of their children. The goal is to create a partnership of learning where we are all working together to "leave no child behind." For the 2010 – 2011 school year administration/staff will work with our parent group to reflect on and make the changes needed to capture and involve more parents in our school.

Shared Vision and Guiding Principles of Toppenish High School

The mission of Toppenish High School is to develop passionate, empowered individuals ready for a world with infinite possibilities.

Wildcats believe:

- That our lives are directed by the consequences of our choices.
- That achievement requires hard-work and perseverance.
- That every person displays honesty, integrity, and respect.
- That empathy and cooperation build community.
- That future success is based on a global perspective.

Comprehensive Needs Assessment:

Toppenish High School's Portfolio provides a means for on-going assessment, communication and continuous improvement. The school's portfolio contains data in four categories, (1) demographic, (2) school context, (3) student achievement, and (4) perception. Data will be added annually to reflect progress toward our goals.

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The certificated teaching staff (40) at the high school had an average of 10.9 years of teaching experience, with 60.0% of them holding at least a Master's Degree in teaching. Ninety-Seven (97) percent of the high school's teaching staff is Highly Qualified as defined by the Federal Government's No Child Left Behind.

Currently the GEAR-UP program offers after school tutoring from 2:30-4:30 for all grades where student get extra help in all their subject areas.

We have a School Improvement Team (SIT) that meets once a week to plan and implement the professional development conducted during our early release days. The primary focus of the SIT is school achievement and instruction.

We have implemented an advisory schedule in which teachers serve as advisors to students throughout their entire four years of attending. Advisors work with students using the Navigation 101 curriculum. Advisories further work on Student Learning Plans and course scheduling. Advisors serve as an advocate for their students.

We have a Technology committee that meets once a month during the year to review the technology budget and make recommendations. The committee deals with aspects of technology that affect the instructional process. The committee further supports all areas of technology that deal with the computer labs and library/media center.

Student Achievement Data

WASL/HSPE Trend

Toppenish High School students were tested in reading, writing, science and math on the Washington State High School Proficiency Exam (HSPE). Below are the benchmark scores for reading and math for tenth grade:

School Year	2004-05	2005-06	2006-07	2007-08	2008-2009	2009-2010
Reading	62.8%	69.9%	74.6%	83.2%	87.8%	67.2%
Math	33.7%	26.7%	38.5%	27.9%	24.3%	19.0%
Writing	29.0%	70.1%	72.6%	82.5%	88.0%	80.1%
Science	22.0%	14.2%	21.9%	8.7%	10.0%	16.0%

SWP #2 School-Wide Reform Strategies and Goals

Toppenish High School's school-wide reform strategies are incorporated into our action plans. We have established goals for reading, writing, math, science, technology and parent involvement and have included research based methods and instructional strategies in our plans. The staff will use the sustainability plan to guide their instructional strategies and improve student learning. The revised building schedule provides departments and grade level advisory teams, 45 minutes weekly, to work in their departmental or grade level advisory professional Learning Communities (PLC's). The focus of this time is to collaborate with colleagues around individual and collective student data to increase student learning by meeting the individual needs of all students.

- Writing:** Student writing HSPE scores will increase from 80.1% to 83% in 2011.
- Reading:** Student reading HSPE scores will increase from 67.2% to 70% in 2011. Scores will be maintained at 72% through (at least) the 2012-2013 school year.
- Math:** 100% of our students will show measurable and statistically significant gains in math performance as measured yearly by either MAPs or another test (to be determined in strategy 1).
- Science:** Toppenish High School Science Department will expand the uniform curriculum in Earth Science and Biology by creating common activities and assessments by June of 2011.
- Technology:** Seventy-five percent of students will meet grade-level portfolio requirements within the graduation-required advisory portfolio.
Toppenish High School will increase the number of classrooms in which students are actively engaged in using technology in individual and collaborative activities by five (5) percent.
- Family:** Toppenish High School will value and respect the integral role that families, staff, and community play in the development of the whole child including the health and safety of all stakeholders.

Study Process

School Improvement Team

As mentioned above, Toppenish High School's school-wide reform strategies are incorporated into our action plans. We have established goals for reading, writing, math, science, technology and parent involvement. We have included research based methods and instructional strategies in our plans. The staff will use the sustainability plan to guide their instructional strategies and improve student learning.

The revised building schedule provides departments and grade level advisory teams, 45 minutes weekly, to work in their departmental or grade level advisory Professional Learning Communities (PLC's). The focus of this time is to collaborate with colleagues around individual and collective student data to increase student learning by meeting the individual needs of all students.

Toppenish High School's School Improvement Team was formed based on teacher expertise and interest. Teachers were asked to reflect on an area(s) of strength/interest, and were then provided the opportunity to be on the team in which they felt they could contribute the most. The focus of the teams is to ensure the plans are being consistently and accurately implemented and to provide support to building colleagues when clarification was needed.

School Improvement Team Members:

Reading

*Darla Carnevali	English Department
Nancy Brulotte	English Department
*Tristan Roth	English Department
Amber Andrews	Reading Department
Charles Murphy	English Department
Charles Askins	English Department

Math

Kristin Maxwell	Math Coach
*Desiree Fry	Math Department
Brad Baker	Math Department
Arnulfo Gonzalez	Math Department
Pam Perez	Math Department
Mark Mochel	Math Department
Joel Ramirez	Math Department

Technology

*Michael Ayling	Science Department
Eileen Ray	Librarian
*Le Ann Straehle	History Department
*Desiree Fry	Math Department
Joe Meersman	CTE
Ron Livingston	CTE
Charles Murphy	English Department

Writing

*Darla Carnevali	English Department
Nancy Brulotte	English Department
Charles Murphy	English Department
Amber Andrews	Reading Department
*Tristan Roth	English Department
Charles Askins	English Department

Science

Shawn Myers	Science Department
Melissa Turner	Science Department
Enrique Romero	Science Department
Doug Radach	Science Department
*Michael Ayling	Science Department

Parent

* Doris Dorr	PE/Health Department
* Leslie Brown	History Department
* Le Ann Straehle	History Department
* John Piper	PE/Health Department

* *School Improvement Team Member*

Study Team Recommendations

The Building PLCs meet weekly to review current student, grade level and building data. The SIT meets weekly to review and work on professional development regarding instructional practices. Furthermore the SIT meets formally three times per year to reassess the various action plans, review pertinent data and determine if and where adjustments/revisions are needed to be made to the action plan(s). Recommendations are made and school improvement team members present their recommendations to the building staff on scheduled early release days. Feedback is solicited and encouraged. All building staff has the opportunity to share their thoughts and insights and building norms are used to guide the discussions. Once all stakeholders have had the opportunity to share, and the staff has agreed upon the revisions to be made to the action plans, school improvement team leaders then submit the revisions which are added to the plan.

ACTION PLANS

The following action plans were developed based upon an analysis of data in Toppenish High School's portfolio and the recommendations from the action planning teams

Instructional Program Description School-wide Reform Strategies

The successful implementation of the instructional program is supported by the building schedule, which provides 45 minutes a week for Professional Learning Communities (PLC). Departmental teams are provided 45 minutes tri-monthly to work in their PLC's. The focus of the PLC's is to assess individual/collective student data and to adjust their planning and instruction to meet the students' individual needs. The building schedule has provided the platform on which the instructional program can be efficiently and effectively presented.

Reading

Over the past several years the English department has created and continues to work on highly effective, HSPE like common assessments. In the 2010-2011 school year our English/Reading Department will collaborate with all departments to use current (and future) reading strategies to teach students how to comprehend and decipher the main aspects of any given reading material. Through this collaboration during in service days, reading strategies, such as content area vocabulary, roots, prefixes, suffixes, decoding and context clues, will be incorporated school wide into all subjects and our goal of increasing HSPE scores from 67.2% to 70% will be met.

Math

The math department has a three part approach to improving student performance in mathematics. First we plan on gathering data to measure our students' abilities and growth and use this information to provide interventions, better instruction and evaluate the math department program. Using this data, we plan to choose an area of instruction that we will focus on for the year, sharing ideas, observing each other and giving feedback. Through this collaboration we hope to improve our instruction and provide better opportunities for our students to learn mathematics. Finally, we have committed to finding or creating an intervention program for our struggling students. We will research, develop a plan and implement the plan in the following year so we can better serve our students who have gaps in their mathematical knowledge.

Writing

Over the past several years the English department has created highly effective, HSPE-like common assessments. In the 2010-2011 school year our English PLC will be integrating our English objectives “cross-curricular”. Therefore, individuals from the English department will meet with other department PLC’s in order to meet two objectives.

- First, to coordinate the integration of real world applications (emails, resumes, personal needs, etc...) into the existing curriculum of other departments.
- Second, to incorporate writing content and conventions into the existing curriculum of other departments. The English department will select focal points to be addressed at different grade levels and subject areas.

Our “cross curricular” integration of English objectives will assist us in meeting our goal of increasing HSPE scores from 80.1% to 83%.

Science

The science department will be working towards adding common activities and assessments for the Earth Science (9th grade) and Biology (10th grade) courses. Common activities will allow all students to learn the same content. Common assessments will provide accurate measurement of student learning. Common standards will allow the science department to collect and analyze student learning data, which will make our PLC’s powerful to adjust planning and instruction.

Technology

As technology continually evolves and becomes an increasingly integral part of society, students must be equipped with the proper skills to be competitive and successful in school and in life. Therefore, the Toppenish High School Faculty will be working on improving their technology skills in order to facilitate instruction and increase student technology literacy needed to support the advisory portfolio, inquiry based learning, and school-wide classroom instruction.

Family

At Toppenish High School we value and respect the integral role that families, staff, and community play in the education of the whole child. Throughout the students’ academic career in the High School, we will foster an environment where parents feel welcome and comfortable to be active participants in the education of their children. We have established several strategies and educational opportunities for family and community to partner in the students learning. These strategies and opportunities are continuously being addressed and modified to promote healthy lifestyles and a safe learning environment for all.

Toppenish High School Action Plan: Reading

Goal: *Student reading HSPE scores will increase from 67.2% to 70% in 2011. Scores will be maintained at 72% through (at least) the 2012-2013 school year.*

Implementation: All departments will use current (and future) reading strategies to teach students how to comprehend and decipher the main aspects of any given reading material. These strategies will be implemented school-wide. In conjunction with the reading coach/department, the department will teach various reading strategies to other departments (such as annotating text and summary note-taking) in order to encourage more robust discussion at a higher intellectual level.

Strategy	Activities	Professional Development	Time frame	Persons Responsible	Resources Needed	Evidence of Implementation and Improvement
Teach vocabulary relevant to context/content	Modeling with oral reading, direct instruction, teach specific decoding skills, sheltered instruction, context clues, word origin	-Reading Coach/Department will do refresher course on reading strategies in the content area during inservice time. -Attend monthly meetings with content teachers.	Monthly	SIT Team Administration, Reading Coach/Department, Departments	Time for preparation/in-service	Administration will follow-up with departments to see strategies implemented through lesson plans and learning targets.
Continue with current reading intervention programs	Corrective Reading, REWARDS, and REWARDS Plus. Test students to insure proper program placement. Program will be monitored for fidelity to the program.	Updated Program Training, MAPS Training	Monthly, Weekly	Administration, Reading Coach/Department, Special Service Department	GATES, CORE, Corrective Reading Placement, DIBLES, REWARDS, MAPS	Through progress monitoring, students will show gains in reading scores and skills.

Toppenish High School Action Plan: Reading

Incorporate reading strategies into all content area classes	Teach roots, prefixes, suffixes, thinking maps, decoding, and context clues. Incorporate reading instructional strategies	Early Release in-services for training on reading strategies and developing and sharing common assessments	Weekly, Monthly	Administration	Two early release in-services	Administration will follow-up with departments to see strategies implemented through lesson plans and learning targets.
Prepare students for the HSPE test	Sophomore Class HSPE review, Motivational assembly on HSPE days	Review for English department, Training for new staff members	Two 45-minute activity periods prior to testing week	Administration, English Department	Time to update and work on presentation, Power point	Students will show gains through reading/test scores.
Align common assessments to the HSPE	The English Department will review and revise the current common assessments	In department training on the HSPE changes, Rotational training for new staff on common assessments	End of First Term/Semester, Dedicated Department PLC Time	English Department	Time (see time frame)	Common Assessments will display current trends in HSPE testing.

Toppenish High School Action Plan: Mathematics

Goal: *100% of our students will show measurable and statistically significant gains in math performance as measured yearly by either MAPs or another test (to be determined in strategy 1).*

Implementation: The math department has a three part approach to improving student performance in mathematics. First we plan on gathering data to measure our students' abilities and growth and use this information to provide interventions, better instruction and evaluate the math department program. Using this data, we plan to choose an area of instruction that we will focus on for the year, sharing ideas, observing each other and giving feedback. Through this collaboration we hope to improve our instruction and provide better opportunities for our students to learn mathematics. Finally, we have committed to finding or creating an intervention program for our struggling students. We will research, develop a plan and implement the plan in the following year so we can better serve our students who have gaps in their mathematical knowledge.

Strategy	Activities	Professional Development	Time frame	Persons Responsible	Resources Needed	Evidence of Implementation and Improvement
<p><u>Data & Measurement</u> Find/develop and use various instruments to measure</p> <ul style="list-style-type: none"> • Students' math levels and growth • Diagnose areas of need • Program effectiveness 	1) Research tests/diagnostics to measure student's knowledge of mathematics and diagnose gaps in learning.	1) Training on diagnostics	1) Oct 2010- Dec 2010	1) Pam, Trevor, Brenda	1) Information on MAPS and other testing /diagnostic tools. Curriculum Director, Math Coach/ Specialist help.	1) Math Department Document that state our chosen data tools and how they will be used (placement, remediation, etc)
	2) Begin using tests to create a baseline for longitudinal data, and to help with current classroom interventions		2) Spring 2011	2) Pam, Trevor Brenda		2) All Students participate in testing
	3) Gather data on student's math classes, and success rates to make decisions about our math curriculum and program.		3) Jan 2011, June 2011 (end of semesters)	3) Pam, Trevor, Brenda, Counselors	3) Data Mining rights in Skyward Time to gather, disseminate and reflect on results	3) Data Report
	4) Create a database of student's mastery of math topics/course objectives so teachers can make better decisions about instruction	4) Training on database	4) Jan 2011	4) Desiree, Pam, Trevor, Brenda, Counselors	4) Database program (Access?) Time to create database, learn to use it.	4) Database

Toppenish High School Action Plan: Mathematics

<p><u>Instruction</u> Improve instruction through collaboration.</p>	1) Choose a teaching strategy to work on as a department and as an individual for each year.	1) Training on the strategy(ies) that we choose as needed	1) Sept 2010	1) Department, Pam	1) PLC time	1) PLC Minutes recording what each individual would like to work on, and what the department wants to work on.
	2) Develop and implement a system for observation, gathering data, sharing and reflecting on each other's teaching.		2) Oct 2010	2) Department, Pam	2) PLC Time	2) Documents – forms for recording data during observations. PLC Minutes recording whom has been observing /observed
	3) Share successful best strategies” and “best lessons” in a binder for the entire department to work on		3) monthly, beginning Oct 2010	3) Department, Pam	3) PLC Time Binder,	3) Binder of best works 1 per month per teacher
<p><u>Intervention</u> Create a system for offering interventions and acceleration for students who have gaps in their mathematical learning</p>	1) Research Diagnostics	1) Training on Diagnostics	1) May 2011	1) Math Intervention Task Force (MIT)	1) School visits, math Specialists, Curriculum Directors	1) list with MIT ratings of Diagnostics available
	2) Research Intervention Programs / Curriculum		2) Sep-Oct 2011	2) MIT	Time to visit	2) list with MIT ratings of Programs / Curriculum available
	3) Write a recommendation for an intervention program for THS including diagnostics, testing timeline, new classes, curriculum, staffing, or supplements needed based on research.		3) Nov- Dec 2011	3) MIT	3) Time to review research and create a plan	3) Recommendation report
	4) Present plan to math department, administration for revisions and approval		4) January 2012	4) MIT	4) Time for revisions	4) Presentation
	5) Implement the plan	5) Training admin, counselors and advisors if needed	5) February 2012 (scheduling/ registration)	5) Math Department, Counselors, math specialist / coach		

Toppenish High School Action Plan: Writing

Goal: *Student writing HSPE scores will increase from 80.1% to 83% in 2011*

Implementation: All departments will reinforce efforts outside of standardized writing assessments to encourage and develop intrinsic interest for writing. The school will provide school-wide recognition by developing opportunities for student writing through school competitions/awards and seeking outside resources for further writing recognition. The THS English department will help increase the HSPE scores by integrating objectives “cross-curricularly”. The cooperative learning aspect will be incorporated into all departments. English curriculum/planning guides and common assessments will be annually reviewed and modified when necessary.

Strategy	Activities	Professional Development	Time frame	Persons Responsible	Resources Needed	Evidence of Implementation and Improvement
Train content teachers on proper writing strategies	Modeling proper writing strategies through direct instruction and the use of a common writing process	-English Department will do refresher course on writing strategies in the content area during inservice time.	2010-2011 School Year	SIT Team Administration, English Department, Departments	Time for preparation/in-service	Administration will follow-up with departments to see strategies implemented through lesson plans and learning targets.
Writing review for HSPE	Sophomore Class HSPE review, Motivational assembly on HSPE days	Review for English department, Training for new staff members	Two 45-minute activity periods prior to testing week	Administration, English Department	Time to update and work on presentation, Power point	Students will show gains through reading/test scores.
Update/review Benchmark assessments for writing	The English Department will review and revise the current common assessments, Develop new writing prompts	In department training on the HSPE changes, Rotational training for new staff on common assessments	2010-2011 School year, Dedicated Department PLC Time	English Department	Time (see time frame)	Common Assessments will display current trends in HSPE testing.

Toppenish High School Action Plan: Science

Goal: *Expand the uniform curriculum in Earth Science and Biology by creating common activities and assessments by June 2011.*

Implementation: The science department will be working towards adding common activities and assessments for the Earth Science (9th grade) and Biology (10th grade) courses. Common activities will allow all students to learn the same content. Common assessments will provide accurate measurement of student learning. Common standards will allow the science department to collect and analyze student learning data, which will make our PLC's more powerful to adjust planning and instruction.

Strategy	Activities	Professional Development	Time frame	Persons Responsible	Resources Needed	Evidence of Implementation and Improvement
Create standards based common activities in the areas of Earth Science and Biology	Develop a standards based common activities for Earth Science document. Develop a standards based common activities for Biology document. Upload both documents to the THS server.	Training on Microsoft Office Suite Training on Proeware	Complete the Earth science common activities document by February 2011. Complete the Biology common activities document by February 2011	District and Building administration Science Department	Three (3) days of the school year for science department. Conferences/Training provided by ESD/OSPI/NSTA Patty Schmella	Earth Science and Biology Common Activities Document posted on the THS server
Create standards based common assessments in the areas of Earth Science and Biology	Develop standards based common assessments for Earth Science Develop standards based common assessments for Biology. Upload assessments to the THS server.	Assessment Training	Complete the Earth science common assessments by June 2011. Complete the Biology common assessments June 2011.	Science Department	Three (3) days of the school year for science department. Conferences/Training provided by ESD/OSPI/NSTA Patty Schmella	Earth Science and Biology Common Assessments posted on the THS server

Year 2 - create a common assessment question database - create a common activity database

Toppenish High School Action Plan: Technology

Goal: *Seventy Percent (2009-2010), Eighty Percent (2010-2011), and Eight Five Percent (2011-2012) of students will meet grade-level portfolio requirements within the graduation-required advisory portfolio.*

Implementation: The Toppenish High School Technology Committee will continue to provide support and encourage faculty members to utilize workshop-on-demand (WOD) training in order to increase the use of technology in the instructional process.

Strategy	Activities	Professional Development	Timeframe	Persons Responsible	Resources Needed	Evidence of Implementation and Improvement
Toppenish High School Faculty will improve their technology skills in order to facilitate instruction and increase student technology literacy needed to support the advisory portfolio and classroom instruction school-wide	Faculty will increase their skills in the use of application software for student use. Faculty will regularly access the Advisory resource database. Faculty will provide students multiple opportunities to create advisory documents. Students will be able to use monitored computer-labs before and after school.	WOD training for document camera & projectors, digital cameras, video cameras and application software.	2009-2010	Faculty, Administration, Building Tech Coach, Peer Coaches, WOD Facilitators	Computers, Document Cameras, Projectors, Digital Cameras, Video Cameras, Software	Completed advisory portfolios
Toppenish High School Faculty will improve their technology skills in order to facilitate instruction and increase student technology literacy needed to support inquiry based learning and classroom instruction school-wide	Faculty will increase their skills in the use of virtual interactive labs for student use. Faculty will increase their skills in the use of scientific probeware for student use.	WOD training for virtual interactive labs and scientific probeware	2009-2010	Faculty, Administration, Building Tech Coach, Peer Coaches	Computers, Projectors, Virtual Interactive Lab software, Probeware	Increased scores on the 2010 WASL Science Assessment

Toppenish High School Action Plan: Family, School, and Community Wellness

Goal: *Toppenish High School will value and respect the integral role that families/staff/community play in the development of the whole child including health and safety of all stakeholders.*

Implementation: *At Toppenish High School we value and respect the integral role that families/staff/community play in the education of the whole child. Throughout the students' academic career in the High School, we will foster an environment where parents feel welcome and comfortable to be active participants in the education of their children. We have established several strategies and educational opportunities for family and community to partner in the students learning. These strategies and opportunities are continuously being addressed and modified to promote healthy lifestyles and a safe learning environment for all.*

Strategy	Activities	Professional Development	Time frame	Persons Responsible	Resources Needed	Evidence of Implementation and Improvement
Create and Promote an Active Parent Center	Conduct Open House for the Parent Center. Establish parenting education classes including computer access and various other pertinent information necessary for their child to succeed.	None		Administration and various community services like NCAC, Gear Up, 21 st Century, etc.	Printable materials, computers, staff/volunteers from community.	Parent Center is up and running with at least two classes being taught.
Open Communication	Skyward Family Access, Grade Patrol, High School Website, Student Led Conferences, Automated Phone Messaging System, Technology support communication (e-mail, text, etc.)	Skyward Access, Tech updates		Technology coach, Peer coaches, Technology Committee, Webmaster, Advisors	Staff computers, parent computers, Applicable Training	Full use of technology (Skyward) by all teachers, students, and parents.
Active Parent	Student Led Confer-	Continued		SIT, Admin-	Time for train-	Data on attend-

Toppenish High School Action Plan: Family, School, and Community Wellness

<p>Involvement in Childs Education and School Decisions</p>	<p>ences, Well planned and advertised academic fairs in all subject areas, increase parent responsibility in developing SLP, High School and Beyond Plan, and College/Career Planning, Assistance in choosing curriculum and planning school-wide academic schedule.</p>	<p>SLC training, advisory strategies and tools, well planned academic fairs</p>		<p>istration, Advisory PLC's, Gear Up, Counselors</p>	<p>ing, Monetary support for running the fairs</p>	<p>ance for Student Led Confernces, and Academic Fairs</p>
<p>Promote Healthy Lifestyles and Safe Learning Environment</p>	<p>Workshops related to staff wellness, gang awareness, teen trends, student motivation, team building, teacher/parent communication, improving school climate</p>	<p>Invite speakers specialized in the area of concern, data analysis of healthy youths survey, develop a school specific survey related to health and safety.</p>		<p>Administration, SIT, Counselors</p>	<p>Monetary funds to support speakers that require payment</p>	<p>Minutes from at least two completed workshops and school wide student surveys (healthy youths survey).</p>

SWP # 3 Instruction by Highly Qualified Staff

All staff members met the highly qualified teacher qualification requirements of “No Child Left Behind” (NCLB) or have a plan in place to become so. For the 2009 – 2010 school year the requirements include the following:

- Teacher has earned at least a bachelor’s degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

Teachers are provided with multiple opportunities to enhance their content knowledge and instructional presentation.

The building/district provides bi-monthly early release days that are building directed and focus on a specific area of professional development. These days provide building staff (certificated/classified) the opportunity to collaborate collectively and with their grade level teams to ensure the consistency of support of the school-wide program goals. The entire Toppenish High School staff is participating in professional development around *Classroom Instruction that Works - Marzano* which provides the foundational insights we needed to develop and firm our professional learning communities.

In complement to staff development, Toppenish High School conducts family nights for parents and families. The parent nights are designed to provide parents with an understanding of district/state curriculums and to provide them with strategies that parents can utilize at home to reinforce and complement what is being taught at school.

Instruction by Highly Qualified Paraeducator Staff

All paraeducators at Toppenish High School meet the highly qualified paraeducator guidelines of NCLB.

Throughout the Toppenish School District, highly qualified paraprofessionals are encouraged to further their education and pursue degrees in education. The district works closely with Heritage University to assist those interested in obtaining their degree. They are active participants in district and building professional development and are included in the bi-monthly early release days. They are provided training to increase their knowledge of and ability to assist in instructing reading, writing, and math. To ensure the quality of instruction, the paraprofessional staff, attend trainings to question and clarify areas of uncertainty.

The paraprofessional educators play an important role in the assessment of student learning, and they assist the classroom teachers in disaggregating student data. By working with the building reading coach, data is analyzed and adjustments are made to their instructional presentations.

SWP # 4 Professional Development

Title 1 funds are used to support the coaching model as well as training in Professional Learning Communities to support the use of data. Through the development of teacher leaders in the coaching/mentoring model and through the Professional Learning Communities, sustainability is maintained and fostered in new and current teaching staff.

Professional Development 2010 - 2011 Planning Grid

Date	Focus	Facilitator	Audience	Expected Outcomes/Impact
8/25/2010 Staff Preservice 7 Hours	AM 8-12, District Pre- Service, PM 1-3:30, Classroom Preservice	District Administration Team	District Staff	District Focus for the school year
9/15/2010 Early Release 2 Hours	WASL Celebration, Staff & Student Recognition,	Greene, Mallonee	THS Staff	Staff will reflect and plan based on the WASL Data from last year
9/27/2010 Early Release 2 Hours	School Mission & Vision, School Improvement Plan	Greene, Mallonee	THS Staff	Staff will create a new mission and vision for our school
10/8/2010 Teacher In-Service 7 Hours	School Mission & Vision, School Improvement Plan	Greene, Mallonee	THS Staff	Staff will create a new mission and vision for our school
10/13/2010 Early Release 2 Hours	School Mission & Vision, School Improvement Plan	Greene, Mallonee	THS Staff	Staff will create a new mission and vision for our school
10/27/2010 Early Release 2 Hours	Navigation 101 & Accreditation	Counselors, Mallonee	THS Staff	Staff will learn how to use Navigation 101 on line as well as complete an accreditation survey
11/17/2010 Early Release 2 Hours	Team Building	Greene, Mallonee	THS Staff	Staff will learn how to work together efficiently in a variety of ways
12/8/10 Early Release 2 Hours	Marzano: Targets & Feedback	Brown, Myers, & Mallonee	THS Staff	Informational training on targets and feedback
1/12/2011 Early Release 2 Hours	Senior Boards	Teachers	THS Teachers	Staff will learn how to score senior boards research papers
1/21/2011 Teacher In-Service 7 Hours	Change of Semester & Class Preparation	ABC	All Staff	Teachers will have a chance to plan for their 2nd semester classes
2/9/2011 Early Release 2 Hours	Wiin Grant	Roth, Andrews, Murphy	All Staff	Wiin Information
2/23/2011 Early Release 2 Hours	WASL Schedule Training (Reading & Writing)	Counselors & English Department	THS Staff	Staff will review student reading and writing power points as well as learn the schedule for WASL.
3/9/2011 Early Release 2 Hours	Portfolio Checks	SIP	THS Staff	Staff will look at student portfolios to check for organization and completion
3/18/2011 Teacher In-Service 7 Hours	WASL Schedule Training (Science & Math)	Counselors	THS Staff	Staff will review student math and science power points as well as learn the schedule for WASL.
3/23/2011 Early Release 2 Hours	Senior Boards	Senior Board Committee	THS Staff	Staff will learn the requirements of students for the Senior Boards Presentations.
4/6/2011 Early Release 2 Hours	Portfolio Checks	SIP	THS Staff	Staff will look at student portfolios to check for organization and completion
4/20/2011 Early Release 2 Hours	School Mission & Vision, School Improvement Plan	Greene, Mallonee	THS Staff	Staff will work on The School Improvement Plan for the next school year.
5/4/2011 Early Release 2 Hours	School Mission & Vision, School Improvement Plan	Greene, Mallonee	THS Staff	Staff will work on The School Improvement Plan for the next school year.

SWP # 5 Attract High-Quality, Highly Qualified Teachers

Toppenish High School strives to attract highly qualified teachers. In addition to using a research-based math and reading curriculum, Toppenish High School is committed to a coaching model. For the 2010 – 2011 school year, a part-time math coach will be available two days a month. In addition, the district provides professional development opportunities to staff outside of the classroom, and staff members can obtain clock hours for their participation in district offered training.

The district participates in the Teacher Induction Grant (TIG) which provides mentoring and support for new teachers. Given the nature of our student population, Toppenish School District offers support in obtaining an ESL endorsement through Heritage University.

SWP # 6 Strategies for Parent Involvement

Here at Toppenish High School we value and respect the integral role that parents/families play in the education of children. Throughout the school year, we will continue to foster the development of an environment where parents feel welcome and comfortable to be active participants in the education of their children. We are in the final stages of construction and will be establishing a parent center on the Toppenish High School Campus, where parents will have access to computers, student-learning plans, as well as registration and college information. The THS faculty will also be making a concerted effort to create and utilize multiple means of communication with parents. Specifically, we will be focusing on

- Student-led conferences
- On-line parent access to grades, attendance and discipline
- Increase parent responsibility in developing student learning plans, 5th year plans, and college/career preparation.

SWP # 7 Coordinate Transitions

Transition Plans for Middle School to High School

The Toppenish School District has a plan in place to help children transitioning from the middle school level and their families make the move as seamlessly as possible.

In September, the first two days of school, is a school wide orientation in which incoming ninth grade students from the middle school participate in “Freshman Bridge.” During this time students are introduced to scheduling, graduation requirements, the credit system, elective courses offered and the wide variety of school sponsored clubs that may be joined. Freshman Bridge assists in making the transition from middle school less ominous and potentially more successful. In addition, upper classmen are exposed to college/career/financial opportunities and responsibilities. High School staff(including counselors, teachers, administration and office clerks) are available to help families with this process and answer questions.

Monitoring the Plan

Toppenish High School uses a portion of their early release schedule to monitor and adjust the School-Wide Improvement Plan. Data is continually reviewed during weekly Professional Learning Community meetings and the results/findings are used to inform and adjust planning and instruction. Data is reviewed throughout the school year in order to make informed decisions so that the instruction goals and strategies can be revised to meet current needs.

SWP # 8 Teacher Participation in Assessment Decisions

Looking at data and assessment results to adjust instruction during teacher plan time as well as during weekly grade level collaboration is an integral part of the teaching/learning cycle at Toppenish High School. Teachers and coaches disseminate data in order to identify individual student progress toward the standards. District plans align the state standards to the lessons being taught and assessments are then adjusted accordingly.

All students are GATES tested upon entrance to the high school. Furthermore, all students are given WASL type benchmark assessments monthly to gauge comprehension skills. The reading coach inputs and compiles the data and reports the findings to grade level teams. Teachers then work with their team members to identify which instructional techniques are most effective and adjust instruction accordingly. WASL results are accessed by the state and included on the report card given to parents.

SWP # 9 Assistance to Students Experiencing Difficulty

Toppenish High School provides effective, timely, additional assistance to students experiencing difficulties mastering standards. Individual student data is shared at in professional learning communities, in team meetings, and in staff meetings (early release days), and adjustments are made to planning and instruction as identified by the data. The below listed supports/interventions provide support for our ELL and resource students and provide valuable data for our Response to Intervention (RTI) model.

Extended Day Tutorial:

Students receive additional support in math, English, history, special services, physical education two hours daily, two to four times per week (busing provided)

Gear-Up Tutors:

Tutors in science, reading, and math classes to provide individual and small-group instruction for ninth grade students

Student-Led Parent Conferences

Formally in the fall and spring

Ongoing as needed

Resource to General Education:

Special Education and General Education are working together to provide a seamless transition between programs by aligning curriculum and instruction

Diagnostic Testing:

Student data is collected using DIBELS, Core Phonics Survey, REWARDS multi syllabic survey, Corrective Reading survey.

Reading Interventions:

REWARDS basic multisyllabic decoding, REWARDS PLUS Comprehension (Science & History), Corrective Reading decoding and comprehension courses A, B-1, B-2

Family Nights:

Specific family nights focus on core areas and strategies that families can use to help students succeed.

Gear Up and 21st Century Programs:

THS students are also able to take part in the after school Gear Up and 21st Century programs that provide academic support and interventions as well as expanded opportunities for connections with higher education.

SWP # 10 Coordination and Integration of Federal, State and Local Services and Programs

Toppenish High School uses a variety of state and federal funding sources to meet the unique needs of a diverse student population. Title I and LAP also provide paraprofessional staff that provide individual and small group tutorials.

State and Federal Programs:

- Basic Education Funds
- Title I Part A
- Bilingual
- Title II
- Learning Assistance Program
- Migrant
- Title III

Technical Assistant Providers:

- Patty Schmella, Assistant Superintendent of Learning and Teaching
- Jeanette Ozuna, Executive Director of Personnel and Human Resources
- Patrisia Diaz, Federal Programs Director

Toppenish High School is supported by a variety of funding sources. Toppenish High School receives the following funding to pay for staff, materials, supplies and before and after school programs:

Total Expenditures per pupil were approximately \$10,067. Technology spending per pupil was \$160 with \$751 spent on supplies and materials.

Funding Source	Amount	How Funds Meet Intent and Purpose
Title I Part A	\$83,441	Improve the instruction and quality of programs for all students in the School-wide program
Title I ARRA	\$83,441	
Title III	\$34,809	Support for Limited English Proficient students including specialized materials
State BEA	\$87,856	
State LAP	\$231,780	Provide remediation and resources for students most at risk for school failure
State Bilingual	\$93,750	Support for ELL students including specialized materials
Local Levy	\$10,000	Supports free lunch and breakfast for all students and technology
Title II A Highly Qualified/Teacher Quality	\$34,550	Provides coaching staff to provide in class models for instructional improvement
Title II D Technology	\$5,496	Upgrades for technology access for students and teachers
Migrant	\$111,270	Targeted support for Migrant eligible students to meet state academic standards and on target graduation dates