



CONTINUAL IMPROVEMENT PLAN

October 25, 2010

**TUALATIN HIGH SCHOOL
2010 - 2011**

Final

Working Together for the Greater Pack

The overall **Goal** for Tualatin HS: By 2012-2013, the achievement gap (that currently exists between all students of color and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels.

- Every student is challenged to meet high standards of achievement toward lifelong learning.
- Eliminate the academic achievement gap.
- All students show significant, positive results in their academic growth.
- Students perceive Tualatin High School as a place where they are excited about learning.
- Students feel cared about, and have a sense of belonging at school.
- Staff members collaborate frequently about professional practices that create the best results for all learners.
- Families are engaged as partners with the school.

School Improvement Goals 2010 - 2011

Our school improvement plan has been developed and written by several key leaders in support of our vision. We analyzed extensive data about our school from demographic studies, statewide assessment results, the ACT test, behavioral referral data, classroom work samples, and the report card information in order to write data-driven goals.

Acknowledgements

Greg Dinse, Associate Principal
Jarvis Gomes, Associate Principal
Marilyn Schmidt, Co-Chair of Language Arts

Tom Duggan, Chair of the EBS Task Force
Chris Murray, Chair of Science
Esther Shepsman, Chair of Mathematics

Lisa Rand, Site Council Chair
Susan Payne, Instructional Coordinator
Darin Barnard, Principal



CONTINUAL IMPROVEMENT PLAN

TUALATIN HIGH SCHOOL
2010 - 2011

Working Together for the Greater Pack

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Tigard-Tualatin School District 23J
Continual Improvement Plan – Data Review/Goal Sheet
2010-2011

READING

(Content Area)

School: TUALATIN HIGH SCHOOL	Principal: Darin Barnard	Date: 10/25/10
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Susan Payne, Marilyn Schmidt, Becky Beeler		

1. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
Oaks school year 2009-2010	Yes
ACT	Yes

2. Areas of identified strength:

- Overall, reading scores of 85% are rated as strong compared with the state average of 71.3%.
- Average student growth from OAKS 2009-10 in the “Does Not Meet” category was 8.8 MIM points.
- ELL students demonstrated an average student gain of 9.65 MIM points.
- The growth among SPED students from 2009-10 showed significant gains of 8.19 MIM growth which exceed the average TuHS student MIM growth of 6.9.
- The percentage of students in the Secondary Literacy Program moving from “DNM” in 8th grade to “M” in 10th grade increased from 23% to 36%.
- The percentage of Latino students meeting in reading improved from 23% in 08-09 to 55% in 09-10

3. Identified areas for improvement:

- 45% of Latino students did not meet reading standards on OAKS, nor did they meet AYP growth goals.
- While SPED students did demonstrate growth, a significant percentage of these students (69.2%) did not meet the standard.
- While students in the secondary literacy program are demonstrating growth, the percentage of these students moving from “Does Not Meet” to “Meets” is only 36%
- 85% of ELL students (18/21) “DNM” on the Oaks reading
- ELL and students with disabilities failed to meet AYP during the 09-10 school year.
- 85% of all students met compared to 55% of Hispanic students (91% white, 66% students of color met)
- 47% of all students that took the ACT met the college readiness benchmark of 21 in reading.
- The average ACT score in reading for Latino students was 15.2 (21 is meeting)

Goal	By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (91.3% white and 54.5% Latino).
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Tigard-Tualatin School District 23J
Continual Improvement Plan – Data Review/Goal Sheet
2010-2011

Writing

(Content Area)

School: Tualatin High School	Principal: Darin Barnard	Date: 10/25/10
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Susan Payne, Marilyn Schmidt, Becky Beeler		

4. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS	Yes
ACT	Yes

5. Areas of identified strength:

- 75.3% of Tualatin students met or exceeded state benchmarks, as compared to 53.1% statewide.
- 27.3% of students in Special Education met OAKS writing standards compared to 13.8% statewide.

6. Identified areas for improvement:

- 24.7% of the overall population of students at TuHS performed below the standard.
- Students with disabilities show a significant percentage not meeting writing standards (72.7%).
- Only 50.8% of Latino students demonstrate mastery in writing at the CIM level.
- 11% of ELL students met (2/20) on the oaks writing.

Goal	By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (80.9% white and 50.8% Latino).
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Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2010-2011

Reading and Writing

(Content Area)

School: Tualatin High School	Principal: Darin Barnard	Date: 10/26/2010
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Susan Payne, Marilyn Schmidt, Becky Beeler		

Goal	By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TuHS) will decrease by 50% over the 2010 levels. Reading: 91.3% white; 54.5% Latino Writing: 80.9% white; 50.8% Latino
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Vertically align the Language Arts curriculum with Oregon state standards and identify priority standards at each grade level.	Marilyn Schmidt Becky Beeler Susan Payne Language Arts Teachers	November In-service	Academic Success
Pilot the implementation of a standards-based grading system in all non-advanced sophomore and select freshman English classes. Create rubrics and assessments aligned with each priority standard and provide students with multiple opportunities to demonstrate proficiency.	Becky Beeler Theresa McCaffrey Dustin O’Donnell Lori DuPuis Susan Payne	In-service Days and monthly PLT meetings	Academic Success
Prioritize Oregon state standards for Reading (Read to Perform a Task, & Informational Text) and assign priority standards to specific content areas & courses in which they will be explicitly taught and assessed.	Greg Dinse Susan Payne	Monthly Content Area Leader & Department meetings	Academic Success
Train content area teachers in the use of the state scoring guide for reading informational text, based on the content area distribution of the prioritized reading standards. Train Language Arts teachers in the use of the state scoring guide for	Tracy Coyle Susan Payne Lori DuPuis	March In-service	Academic Success

both informational and literary text.	Theresa McCaffrey Kerrie Claggett		
Incorporate content literacy strategies across the curriculum (Health, Social Studies, Science, & Career and Technical Education).	Teachers	Ongoing	Academic Success
Purchase additional copies of high interest books and popular titles that appeal specifically to struggling Latino readers; distribute an annotated bibliography to Literacy, ELL and Language Arts teachers.	Jeanette Ryan	Ongoing	Academic Success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
OAKS reading scores, state writing scores	As administered	Ann Zitzelsberger
MAZE reading scores	Bi-Weekly	Literacy Teachers, Susan Payne
Reading and Writing Work Samples	Ongoing	Literacy/Language Arts Teachers

Tigard-Tualatin School District 23J
Continual Improvement Plan – Data Review/Goal Sheet
2010-2011

Math

(Content Area)

School: Tualatin High School	Principal: Darin Barnard	Date: 10/25/10
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Esther Shepsman; Math Dept.		

7. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS	Yes
ACT	Yes

8. Areas of identified strength:

- AYP for all students Met
- 69.6% of students met or exceeded state benchmarks
- OAKS scores showed substantial improvement in several subcategories:
 - Limited English Proficiency: Percentage met increased 14%
 - Students with Disabilities: Percentage met increased 3%
 - Latino students: Percentage met increased 7% (40%)
 - TAG: 100% met
 - 50% of students taking the ACT met the college readiness benchmark of 22
 - The average ACT math score was a 21.5 (22 is benchmark)
 - The average ACT score for Latinos improved from 15.6 (Freshman year) to 17.3 (Junior year)

9. Identified areas for improvement:

- ELL, Latino, economically disadvantaged and students with disabilities failed to meet AYP during the 09-10 school year.
- OAKS scores showed needed improvement:
 - Economically Disadvantaged: Percentage met 38.5% compared to state average of 42.4%
 - ELL: Percentage met 15% compared to state average of 16.6%
 - Students with Disabilities: 11.8% met compared to state average of 16.6%.
 - Latino: 60% DNM

Goal	By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (75.7% white and 40% Latino).
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Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2010-2011

Math
(Content Area)

School: Tualatin High School	Principal: Darin Barnard	Date: Oct 2010
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Esther Shepsman; Math Dept.		

Goal	By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (75.7% white and 40% Latino).
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Actions (Actions for Adults)	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Use Data Warehouse to identify Hispanic students, most recent RIT scores, and areas of weakness	Math teachers	2010/11	Academic success
Use SIOP strategies in the classroom	Math teachers	2010/11	Academic success
Get help contacting parents of Hispanic students when language is an issue	Math Teachers	2010/11	Academic success

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Who
Within each sub-discipline (Transition Math/Algebra I, Geometry, Algebra II, FST/I.B. PreCalculus), collect data to identify areas of weakness	May 2011	Math teachers
Address areas of weakness demonstrated on OAKS with classroom activities	May 2011	Math Teachers

Tigard-Tualatin School District 23J
Continual Improvement Plan – *Data Review/Goal Sheet*
2010-2011

Science

School: Tualatin High School	Principal: Darin Barnard	Date: 10/25/10
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Dielle Baker, Justin Burch, Sara Childers, Tom Duggan, Heidi Gorka, Dan Rott, Dede Moore, Chris Murray, Ronnie White, Tim Youngberg		

10. Please List All Data Included in the Review:

Data Set (ex: OAKS, Attendance, etc)	Disaggregated? (y/n)
OAKS	Yes
ACT	Yes

11. Areas of identified strength:

- Teachers differentiate the curriculum to meet the needs of various subgroups by using SIOP strategies and varying the rate and level of instruction.
- 20.5% more students met or exceeded on the OAKS science in 2009-10 compared to the previous year
- 78.6% of all students met or exceeded OAKS

12. Identified areas for improvement:

- Only 28% of our students attain a college readiness score of 24 on the science ACT.
- 47% of Latino students met or exceeded OAKS
- 81% of ELL students DNM (state average is 89.4%)
- 67.6% of SPED DNM (state average is 74.7%)
- 47.3% of economically disadvantaged DNM (state average is 53.7%)

Tigard-Tualatin School District 23J
Continual Improvement Plan –ACTION PLANNING FORM
2010-2011

Science

School: Tualatin High School	Principal: Darin Barnard	Date: 10/25/2010
CIP Team Members: Darin Barnard, Greg Dinse, Jarvis Gomes, Dielle Baker, Justin Burch, Sara Childers, Tom Duggan, Heidi Gorka, Dan Rott, Dede Moore, Chris Murray, Ronnie White, Tim Youngberg		

Goals	<p>By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (85.1% white and 47% Latino).</p> <p>By 2012-2013, increase the overall number of students (28 % baseline) that attain a college readiness score of 24 on the ACT to above 50%</p>
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Actions (Actions for Adults)	Person/Group Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
The Physical Science PLT will create a web site for providing information and assignments to students.	Tim Youngberg, Justin Burch, Ron White	Through June 2011	Survey web site use pre and post
Each Science department member will mentor an at-risk Latino student this year	All Science Teachers	Through June 2011	We will discuss data in the affective domain at the end of the year
The biology PLT evaluating and assessing standards to improve and college readiness standards to prepare pre-tests and post-tests that support proficiency-based learning.	Sara Childers, Dielle Baker, Dan Rott	Through June 2011	Compare pre-tests and post-tests. All students meet proficiency on the unit test at 75%. See an improvement in standardized tests.
All teachers will reinforce graphs/charts reading and data tables	All Science Teachers	Through June 2011	We will compare ACT scores this year to last

Monitoring Plan (What evidence will be collected to demonstrate progress toward this goal?)	By When	By Whom
Pre and Post data on web site use	Fall 2010, June 2011	Physical Science Teachers
Disaggregated data from Oaks scores in science	By June 2011	Chris Murray and Science Department
ACT scores in science	By June 2011	Science Department

Continual Improvement Plan School Data Review and Goals 2010-2011

EBS/Climate (Content)

School: Tualatin High School	Principal: Darin Barnard	Date: 10/26/2010
CIP Team Members: Jarvis Gomes, Tom Duggan, Carrie Leander, Robyn Biehler, Robin Bailey, Karen Johnson, Tracy Coyle, and Esther Shepsman.		

Assessments/Surveys	Completed this School Year?	Assessments/Surveys	Completed this School Year?
Benchmarks of Quality	Yes	Self-Assessment Survey	Yes, 25 responses
School-wide Evaluation Tool	Yes	School Safety Survey	Yes, 6 responses

Review of School Data (including data disaggregated by race):

1. Date Included in the Review

Data	Disaggregated (y/n)
SWIS - Discipline	Y
Esis - Attendance	Y

2. Areas of Strength

- Received a SET score of 100% compared to 60% in 2008-2009.
- Benchmark of Quality was up from 60% to 84% in 2010.
 - Low Areas
 - 50% Faculty Commitment
 - 71% Reward System
- Average referrals per day per month have decreased from 8 in 2008-2009 to 7 in 2009-2010.

3. Areas of Improvement

- Hispanic students receive more referrals proportionate to the number of students enrolled compared to white students.
 - Hispanic – 14.24% enrolled = 36.53% referrals
 - White – 75.65% enrolled = 53.68% referrals
- Only 2.5% of the student body is in the Red Zone = 43 students.
- Attendance is the number one cause for referrals at 63.43%.

Continual Improvement School Action Plan 2010-2011 Climate

School: Tualatin High School	Administrator: Darin Barnard	Date: 10/26/10
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Goal: (Must be Measureable & Related to Student Outcomes)	Create a positive environment in all settings of school that will decrease the number of office discipline referrals per day per month by one referral.
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Actions (Actions for Adults)	Person(s) Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Maintain “Timberwolf Tickets” for student recognition and create an incentive plan for staff.	Jarvis Gomes and EBS	November	Support Learning
Research and implement bullying interventions that deals with the bully and the victim.	Jarvis Gomes and EBS	Monthly	Support Learning
Research best practices on decreasing tardies and absences.	EBS	Monthly	Support Learning

Goal:	Create a positive environment in all settings of school that will decrease the number of office discipline referrals per day per month by one referral.
Monitoring Plan (What evidence will be collected to demonstrate progress toward meeting this goal?)	
The EBS Professional Learning Team will evaluate discipline and attendance data on frequency of referrals; monitor the number of Timberwolf Tickets returned to the main office for an incentive drawing, developing an incentive plan for staff, and develop at least one staff development on bullying and one lesson plan on bullying for students.	

Goal: (Must be Measureable & Related to Student Outcomes)	To increase the attendance rate by .3% from 2009-2010 to 93.6%.
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Actions (Actions for Adults)	Person(s) Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Continue to communicate with parents when students are absent from school on a daily basis.	Jarvis Gomes and the Students Affairs Office	Daily	Support Learning

Enhance the truancy process with the Washington County Truancy Officer by alerting parents earlier of their student's attendance.	Jarvis Gomes and Debbie Gray	Weekly	Support Learning
Work with teachers on best practices to reduce the number of tardy students.	Jarvis Gomes and EBS	Monthly	Support Learning

Goal:	To increase the attendance rate by .3% from 2009-2010 to 93.6%.
Monitoring Plan (What evidence will be collected to demonstrate progress toward meeting this goal?)	
The EBS Professional Learning Team will analyze attendance rate data by race on a monthly basis. During monthly staff meetings, best practice for truant students will be discussed.	

2009 - 2010 Continual Improvement Plan Assurance Form

School/Department: Tualatin High School	Principal/Supervisor: Darin Barnard	Date: October 25, 2010
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Goals	Baseline Data October 27, 2009	Data collected for February 20, 2010 to measure goal.	Data collected for May 29, 2010 to measure goal.	Comments
Reading: By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (91.3% white and 54.5% Latino).	91.3% white and 54.5% Latino the Gap currently is 36.8	90.2% white and 50.7 Latino. The gap is currently 39.5 points, representing an increase of 2.7 points or 7%.		
Writing: By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (80.9% white and 50.8% Latino).	80.9% white and 50.8% Latino the Gap currently is 30.1	Writing assessments have just concluded and initial performance data will not be available until late spring.		
Math: By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (75.7% white and 40% Latino).	75.7% white and 40% Latino the Gap currently is 35.7	Currently, only advanced math students have taken OAKS Math and all students have met or exceeded benchmark. The split of exceeding and meeting students is the same for both racial		

		groups.		
Science 1: By 2012-2013, the achievement gap (that currently exists between Latino and white students as measured by percentages Meeting/Exceeding on state standards at TUHS) will decrease by 50% over the 2010 levels (85.1% white and 47% Latino).	85.1% white and 47% Latino the Gap currently is 38.1	OAKS Science testing for SY 2010-11 will be conducted later this spring.		
Science 2: By 2012-2013, increase the overall number of students (28 % baseline) that attain a college readiness score of 24 on the ACT to above 50%	28% of all students achieved an ACT college readiness score of 24. The average science ACT score was 20.8	Performance data for 2011 ACT will be available this summer.		
Climate 1: Create a positive environment in all settings of school that will decrease the number of office discipline referrals per day per month by one referral.		Year to date we have decreased our average referrals per day per month to 7 from and average of 8 at this time last year.		
Climate 2: To increase the attendance rate by .3% from 2009-2010 to 93.6%.	93.3%	94.26%		

School E-Team/CARE Team/PASS Team Professional Development Plan 2010 – 2011

School: Tualatin High School	Principal: Darin Barnard	Date: 10/25/2010
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Date of Activity	Description of Activity	CC Agreements or Conditions Addressed
August 30 – Sept 2	Nuts and bolts/Team building/establishing norms	
September 2	Equity training for the staff: color line, four agreements, pre-view of equity work for the year.	
October 21, 2010	Four Agreements reviewed and Six Conditions introduced. Begin collaborative efforts to develop culturally competent teaching strategies.	Four Agreements/ Six Conditions
November 10, 2010	Bullying focus	

November 17	E-Team training - District	
December 1	CARE Team training - District	
March 18, 2011	Staff will engage in in-depth discussion about effective strategies and methods for culturally competent teaching.	Review Agreements and Conditions
		Apply all to discussions
9/21, 9/22, 10/26, 11/16, 1/12, 3/9, 5/5	Pass Team – Beyond Diversity for Parents (2 days). Pass team meetings on the remainder of days.	Apply all to discussions
Monthly	Building Pass Team - Staff	Apply all to discussions
Monthly	Equity/CARE Team meetings	Apply all to discussions
All Year	Teacher professional goals focused on closing the racial achievement gap and equity	Apply all to discussions
All Year	Monthly staff meetings will include equity discussions	