

School Improvement Plan
Narrative Overview

Stadium High School

PROGRESS TOWARD PREVIOUS YEAR'S GOALS
2009-10

Our student's progress in the area of reading, as measured by the WASL (up to 2009) and the High School Proficiency Exam (HSPE, 2010), has shown a fluctuation of 4 percentage points over the last four years. This ranges from 76.6% passing in 2007 to 80% passing on the 2010 HSPE. Our participation rate was 90.1%. Our goal is to raise this to at least 95% or higher for 2011. We will continue to focus on raising our students reading achievement. We hope to achieve a minimum goal of 85% passing rate as measured by the 2011 HSPE reading exam.

The writing scores on WASL and HSPE have also fluctuated over the four year period from 2007 to 2010; 79% passing in '07 to our highest 85.8% passing on the 2010 HSPE. Stadium English department uses the Jane Shaffer writing project across the department. A goal is to expand this format to a building wide shared model.

In the area of mathematics there is a need for significant improvement. Our scores on WASL/HSPE have declined since 2008 and hit a low on the 2010 HSPE. A significant emphasis on mathematics, along with many layers of support across our school district and within our school, is needed in order to see an increase in student performance on the new End of Course assessments in the spring of 2011 for both Algebra I and Geometry.

OVERVIEW OF SCHOOL IMPROVEMENT
2010-11

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2010-2011 school year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within departments and as a part of whole-staff work sessions. The specifics of our Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward increased student achievement.

One change that we began last year and continue this year is the implementation of our math intervention Algebra I course. This two period long block class targets incoming freshman who have been identified, based on standardized test scores, middle school math achievement and teacher recommendation, as needing additional support and teacher intervention in order to increase their opportunities for success in Algebra. This year we have three Algebra intervention teachers who work closely together as an ongoing professional learning community with a math coach.

Our English teachers either have participated or currently are participating in the College Preparedness training sponsored by the district. The focus of this training involves examination of curriculum, teacher developed lessons, and student work with intentional emphasis on preparation for college level work.

We will continue our professional development with Standards Based Instruction through our work on the Five Dimensions of Teaching and Learning with a focus on the use of Learning Targets in the classroom and on authentic student engagement. All Waiver day and other professional development opportunities will focus on this work throughout the year.

We will continue our work with the Teachers Development Group which we began last year. Our Algebra I teachers are involved in this work with the goal of expanding to Geometry and beyond. The major focus of this training is on implementation of strategies to increase student discourse about math, to increase the level of cognitive demand of the assignments, to develop Mathematical Habits of Mind such as 'justify why', and to develop math seminar protocols and routines.

Review of Data to Establish Improvement**Achievement**

Spring Data (expressed as a percentage of students meeting standard)

Grade 10	2006	2007	2008	2009	2010
Reading	88.5	76.6	79.1	75.7	80.1
Mathematics	62.1	49.0	59.9	47.7	39.8
Writing	91.4	79.0	85.7	80.3	85.8
Science	48.6	28.8	48.8	44.4	46.0

The school wide data from the 2010 HSPE indicates substantial growth in reading and writing, little change in science since '08, and a down ward trend in math. Our SIP plan focuses on continued efforts around improvements in both reading and math. Our Read 180 program targets students reading below grade level and provides intervention and support with the goal of bringing reading levels up to grade level. In math our Algebra I intervention classes also provide support and intervention to struggling students. In addition, math teachers receive professional development on best practices in math. A school wide goal is to increase the percentage of 'students tested' on the 2011 spring HSPE as the data shows needed improvement in that area.

Attendance

(Average daily attendance)

2007-08	2008-09	2009-10
97.1%	94.1%	97.5%

Dropout

2006-07	2007-08	2008-09
3.7%	3.7%	3.3%

Graduation

	2006-07	2007-08	2008-09
On-time	84.4%	81.5%	83.4%
Extended	93.2%	85.9%	86.7%

College

	2003-04	2004-05	2005-06	2006-07	2007-08
College Direct	61%	67%	65%	62%	73%
College Direct 2-year	34%	29%	28%	32%	30%
College Direct – 4 year	30%	40%	39%	33%	47%
Persistence Rate	83%	81%	86%	86%	85%

Planning for Transitions (from high school to post-secondary learning, work, career, or military)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one learning level to the next. The most significant year for determining success in high school is 9th grade. At Stadium we focus our reading support program on identified entering ninth graders. We also provide additional support for students struggling with math through our Algebra I intervention program. Our National Honor Society program is implementing a new after school tutoring program this year with an emphasis on providing support to freshman and sophomores. They offer after school tutoring twice a week after school for students seeking help with math, science, English, social studies, world language or other areas of need. Our new Parent Link program sponsored by our Booster Club provides outreach and support for parents of entering freshmen students. At Stadium 73% of our students attend college directly from high school. We offer a Navy JROTC program for students interested in exploring military options post high school. Last year the HERO program for 9th and 10th grade students and the College Success Foundation Scholars program for 11th and 12th grades were implemented to identify students who are under represented in college and assist them in preparing for and applying to colleges. In 2009 we had 11 CSF Scholars; this year we have tripled that number and currently have 34 juniors who have begun the application process. Stadium also has Tiger Pride advisory where students learn about graduation requirements, develop a plan for post secondary work, begin their Culminating Project, complete their Career Cruising and final diploma requirements. Our counselors work closely with each student so they are aware of their credits, grade level status and college going plans.

Characteristics of High Performing Schools

At Stadium the BERC data (taken in the fall of 2009) reflects a number of strengths and areas where growth is needed. Stadium will continue to build on its strengths in the areas of distributed leadership, frequent monitoring of teaching and learning, supportive learning environment, and high levels of family and community involvement. Areas which emerged as developing where continued work needs to be done include curriculum, assessments and instruction aligned with state standards, levels of collaboration and communication, high standards and expectations for all students and clear and shared focus.

Professional Development Opportunities

A great deal of the staffs’ learning at Stadium is a result of our teachers coming together around student work and learning from each other as they constantly seek to improve their practice. More formal professional development from the district will inform our school-based training around our focus area of math. Our academic coaches and principal will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets and Student Engagement. Our teachers are encouraged to take advantage of all professional development that is offered by the district and our building. We have many math teachers involved with the Teachers Development Group work around Algebra and Geometry and working with an in-building math coach. We have many English teachers involved in the College Preparedness Project and department ongoing PD working with district facilitators. All of our building Waiver days focus on developing and implementing standards based instruction and the elements of the 5 Dimensions of Teaching and Learning.

Highly Qualified Teachers

- Provisions for staff training in Tacoma include opportunities, incentives and compensation. The district provides a broad spectrum of classes on assessment, standards-based instruction and best practices in the content areas. Staff members receive extra pay to attend these classes and clock hours/university credits are frequently offered. The district also supports and encourages school-based training that support the school's SIP goals with building-based optional day pay for certificated staff. In addition to classes, instructional facilitators at each Title I school provide ongoing, job embedded staff development. Para educators and other staff receive workshop pay to attend both district and school workshops. Para educators and other staff are encouraged to participate in all Reading and Math curriculum and assessment professional development.
- Parents are informed in the Parent Handbook of their right to know their teachers and para-educators qualifications
- HQ Para-educators meet a rigorous standard of quality and can demonstrate knowledge and ability in instructing reading, mathematics and writing.
- Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire and applicant searches. We seek to attract and keep highly-qualified staff at our school by providing opportunities for quality staff development and professional growth.
- All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources sends each school a list of the teachers with their teaching qualifications. THE SCHOOL principal signs an attestation form to confirm all staff are highly qualified. In the event that a staff member does not meet the highly qualified requirements, a NCLB HOUSSE Plan of Assistance is developed for the teacher. To support teachers working to achieve highly qualified status, along with all staff striving to provide excellent instruction, our school's professional development/training is focused on best practices in reading and math.

Recognition of Non-Academic Learning

At Stadium High School, we encourage all students to get involved in extra curricular activities and athletics. We offer students a wide range of clubs and extra curricular activities from which to choose. Our athletic participation rates show 35 plus percent of our student body involved in our athletic teams. Students are encourage to find their area of interest and get involved! We take advantage of opportunities to recognize and promote student's involvement outside the classroom, in their community or faith based organization.

Safe and Supportive Learning Environment

The Stadium High School staff is purposeful and intentional in its work to create a safe and supportive environment. Our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. A no-tolerance approach to behaviors that violate

safety and respect is combined with a supportive safety net from administrators, counselors, teachers and community services that use communication with families, building/district consequences, classroom management expectations and leadership in the building for discipline. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

Equity Issues

The District's focus on cultural competency and the Action Plan for closing the achievement gap will drive our school's efforts this year. Our performance data trends on the WASL and now HSPE show that our greatest gap is between our white student population and African American in both math and reading. Our professional development in math will address culturally competent teaching strategies that can be applied to all subject areas. Intervention activities that include additional time for struggling students are built into the day (math intervention, Read 180) and will be provided after school as well.

Technology

Stadium High School continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to SMART boards, document cameras, supervised Internet access and computers in every classroom. Our career center and library offer Internet research for project-based learning.

Parent, Family and Community Involvement

We believe strongly in the power of parent and family involvement in our school and have worked hard to communicate with parents in proactive ways. We communicate through email, phone messages and conferencing. All teachers maintain an interactive Swift site and grades online through TAD. Connect Ed messages go out to families to communicate important information and schedule for events. Our school web site is updated frequently and provides information and contacts for families and our reader board informs about upcoming dates. This year we initiated a new Parent Link program focusing on our new freshman families and linking freshman parents with upperclassmen parents to provide information and support services. We are fortunate to enjoy a rich and intentional support from our Booster Club as they funnel their energies and resources directly back to students and learning. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as mentors from Americorps, college and career fair participation, career opportunities, military awareness opportunities, and numerous stewardship opportunities through our afterschool club and activities.

Coordination of Fiscal Services

Much of what we are able to do to support student learning comes from our basic education budget. LAP provides resources for our Read 180 program and the math intervention classes. Stadium's Booster Club provides much appreciated support for our teachers and students and our athletic and activities programs.