



**Kentwood High School**  
**Student Academic Achievement Plan**  
**2002-03**

Goal	Evidence of Need	Action(s) / Strategies	Specific Plan for Action / Strategy	Monitoring Indicators	Results
<p>At least 76% of Kentwood's 2002-03 sophomores will meet or exceed the academic performance standards in <b>reading</b> established by the Washington State Commission on Student Learning as measured by the Washington Assessment of Student Learning.</p>	<p>68.6% of Kentwood's 2001-02 Sophomores met or exceeded the academic performance standards in <b>reading</b> for the 2001 WASL.</p>	<p>All Kentwood teachers will use <b>guided reading strategies</b> (including pre-, during and post-reading components) across the curriculum.</p> <p>English Department and Career and Technical Ed. teachers will provide <b>structured silent, sustained reading</b> as an integral part of their class curriculum.</p> <p>Sophomore English teachers and the SAAC will cooperatively instruct Question and Answer Relationships as a corner-stone reading strategy to be continued by the English Department. English teachers will compose questions from the reading curriculum at the literal, inferential, and application levels, and will regularly prompt students thinking using QARs.</p>	<p>Kentwood teachers, in every department, will do the following:</p> <ul style="list-style-type: none"> <li>◆ collect pre-test data on student reading achievement in September.</li> <li>◆ introduce and model guided reading strategies specified in department SAAPs.</li> <li>◆ formatively assess student reading achievement in relation to the guided reading strategies throughout each quarter, making adjustments to improve student achievement.</li> <li>◆ conduct quarterly assessments of student reading achievement.</li> <li>◆ involve at-risk and underperforming students in Kentwood's Academic Support Program for tutoring and additional practice in using reading strategies.</li> </ul>	<p><u>Data</u></p> <p>Pre-test data will provide "baseline" information about students' reading performance in their classes.</p> <p>Formative assessments provide opportunity for teachers to add or reteach guided reading strategies to students. Formative assessments will include teacher observations, assignment and test scores, and student perceptions via surveys.</p> <p>Quarterly assessment data for building-wide student reading achievement should reveal gains in achievement when compared to data collected at the beginning of the school year. Assessment data, when compared to previous years' students' achievement in classes, should show that 2002-03 students</p>	<p>With building teachers working in concert, Kentwood students' mid-year and end of year reading achievement data will increase when compared to achievement data collected at the beginning of the school year. Classroom reading comprehension scores, student and teacher surveys, sample student work, and other forms of qualitative and numerical data will comprise reading achievement data.</p> <p>Achievement data will be compiled in a portfolio for easy perusal.</p>



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			<p>The Student Academic Achievement Coordinator will co-plan and co-teach with faculty to support systemic implementation of guided reading strategies across the curriculum.</p>	<p>are achieving at higher rates in reading comprehension.</p> <p>Summative data will take the form of 2003 WASL reading scores and reading assessment scores from the end of fourth quarter taken from across the curriculum.</p> <p><u>Observation</u>            Supervising administrators, the SAAC, and Teacher Leadership Cadre members will observe lessons that include teachers' use of guided reading strategies.</p>	



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<p>At least 76% of Kentwood's 2001-2002 sophomores will meet or exceed the academic performance standards in <b>writing</b> established by the Washington State Commission on Student Learning as measured by the Washington Assessment of Student Learning.</p>	<p>68.1% of 2000-2001 Kentwood sophomores met or exceeded the academic performance standards in <b>writing</b> for the WASL</p>	<p>To improve <b>content, organization and style</b> (as defined by WASL scoring criteria) in student writing, teachers will provide students:</p> <ul style="list-style-type: none"> <li>◆ <b>model papers</b> (anchor or exemplar) for specific forms of writing, such as summaries, artists statements and essays.</li> <li>◆ <b>analytical grading criteria</b> in the form of rubrics.</li> <li>◆ <b>graphic organizers</b> to assist with gathering and organizing content during pre-writing.</li> <li>◆ <b>explicit instruction and modeling</b> in technical vocabulary related to disciplines.</li> </ul> <p>All sophomores will learn a formula for constructing an expository paragraph (and, ultimately, a paper) that emphasizes the controlling idea, concrete detail, and commentary (resource:</p>	<p>All teachers will assign a writing activity to students within the first three weeks of the semester, evaluate student performance and report the results to the principal. Based on results, teachers will implement one or more of the action strategies by:</p> <ul style="list-style-type: none"> <li>◆ teaching writing skills that address content, organization and style</li> <li>◆ providing guided practice and feedback following modeling or critiques of model or anchor papers/writing assignments.</li> <li>◆ providing independent practice when teacher observation or other formative assessment indicates students are likely to be successful</li> <li>◆ collecting data: student writing assignment scores over the semester, sample papers, and student comments via surveys.</li> </ul>	<p><u>Data</u></p> <p>Pre-test data in the form of writing samples will provide teachers with baseline information about students' writing skills. Successive writing by students will provide ongoing information about students' improvement in specific aspects of writing. In addition, teachers will use observation, assignment scores and student feedback to aid in adjusting instruction.</p> <p>Teachers will provide a quarterly report of student writing achievement to the principal.</p> <p>Summative assessment data will take the form of 2002 WASL writing scores and end-of-semester sophomore writing activities.</p> <p><u>Observation</u></p> <p>Supervising administrators and the</p>	<p>Kentwood students' mid-year and end of year writing achievement data will increase when compared to achievement data collected at the beginning of the school year. There will be evidence in the writing of students' applying specifically instructed techniques. Samplings of other writing assignments, student and teacher surveys, sample student work, and other forms of ethnographic and numerical data will comprise writing achievement data.</p> <p>Achievement data will be compiled in a portfolio for easy perusal.</p>



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		<p>Jane Schaffer).            All teachers will guide students through the writing process on major writing assignments.</p> <p>The SAAC will work with teachers to integrate lessons in content, organization and style into content-area subjects.</p> <p>Conventions will be addressed through the English department's Daily Oral Language component and by other departments through embedded assignments and explicit instruction.</p>	<p>The SAAC will analyze the results and work with teachers to focus writing instruction on areas needing improvement.</p>	<p>administrators and the SAAC will observe teachers conducting writing instruction or providing feedback on student writing.</p> <p>The SAAC will co-plan, co-teach and co-assess with the faculty to support the systemic implementation of writing instruction focusing on skills in Content, Organization and Style.</p>	



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<p>At least 60% of Kentwood's 2002-2003 sophomores will meet or exceed the academic performance standards in <b>mathematics</b> established by the Washington State Commission on Student Learning as measured by the Washington Assessment of Student Learning.</p>	<p>46.5% of Kentwood's 2001-2002 sophomores met or exceeded the academic performance standards in <b>mathematics</b> on the WASL.</p>	<p>The Math Department will focus instruction in algebra 1-2/Cognitive Tutor and geometry classes on improving students skills in the following:</p> <ul style="list-style-type: none"> <li>◆ comprehension and application of <b>mathematical vocabulary</b>.</li> <li>◆ composing <b>constructed response</b> answers to math problems.</li> <li>◆ <b>cooperative learning</b>.</li> </ul> <p>Math Department will examine Cognitive Tutor as a mathematics achievement improvement strategy, identifying features of the curriculum that are associated with gains in student achievement.</p> <p>Science Department teachers will teach the writing, use and <b>interpretation of graphs</b> to improve students' understanding</p>	<p>The math department will use pre-test data, initial student performance in classes and WASL released item analyses to guide their development of lessons and assessments. Lessons will include:</p> <ul style="list-style-type: none"> <li>◆ explicit instruction in mathematical vocabulary.</li> <li>◆ modeling of how to compose short and extended responses to math EALRs.</li> <li>◆ Constructed response questions will be a regular part of in-class and homework assignments, as well as assessments, in algebra 1-2/CT and geometry classes.</li> <li>◆ cooperative learning strategies as a means to solving and communicating math.</li> </ul> <p>The Math Department will collaborate on staff development days to</p>	<p><u>Data</u>            Pre-test data and students' initial performances in classes will serve as baseline data for math achievement. Teachers will track students' achievement related to SAAP strategies through daily and unit assessments, teacher observation and student surveys.</p> <p>Quarter and semester assessments will provide further data on increases in student achievement in non-math departments implementing math strategies.</p> <p>Summative assessment data will take the form of 2002 WASL Math scores and the information gained from tracking student over the school year.</p> <p><u>Observation</u>            Supervising</p>	<p>Kentwood students' mid-year and end of year mathematics achievement data will increase when compared to achievement data collected at the beginning of the school year. Students' acquisition of mathematical vocabulary will correlate with improved test scores. Students' achievement on constructed response questions will increase each quarter. Samples of student work will reflect teacher-taught strategies</p> <p>Achievement data will be compiled in a portfolio for easy perusal.</p>



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		<p>of mathematical relationships as expressed by data.</p> <p>Art Department teachers will provide <b>explicit instruction and peer coaching in teaching ratio, proportion, and perspective.</b></p> <p>Career &amp; Technical Ed. Department will teach students the <b>five star model</b> to use in solving <b>real world math-based problems.</b></p> <p>Business Department teachers will teach <b>math concept applications in real life situations</b></p> <p>Family and Consumer Science Department teachers will teach students <b>strategies for measurement.</b></p>	<p>evaluate student performance related to the SAAP, plan adjustments in instruction, and create and gather tools needed to achieve SAAP, such as extended response questions, vocabulary instruction strategies and assessments.</p> <p>The Math Department will use the 2002 WASL released items analyses to target math EALRs using SAAP strategies.</p> <p>Science, Art, Career &amp; Technical Ed., Business, and the Family &amp; Consumer Science departments will use pre-testing to acquire baseline data on student achievement in math for their respective subjects. Each department will explicitly teach their strategies, provide corrective feedback to students as they use the strategies, then the departments will collect</p>	<p>administrators and the SAAC will observe teachers implementing math strategies across the curriculum.</p> <p>The SAAC will co-plan, co-teach and co-assess with the faculty to support the implementation of math strategies</p>	



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			data as students repeatedly use the strategies		



**BUILDING  
STAFF DEVELOPMENT / RESOURCES  
2001 - X**

Resources/Professional Development	Rationale	Amount Requested
<b>Instructional Audit</b>	<p>Per Kentwood's accreditation commitment statement, "We will implement instructional strategies that support the state Essential Academic Learning Requirements," Innovative Educational Consultants will perform an audit of the instructional skills of core members of Kentwood's teaching staff. Innovative Educational Consultants will conduct the audit between October and November, 2002. Audit results will be used by Kentwood teachers and administration in planning for staff development.</p>	<p>Innovative Educational Consultants will charge \$12,800.00 for their services, which include:</p> <ul style="list-style-type: none"> <li>◆ multiple observations of language arts, world language, science, math, social studies and 12 elective teachers.</li> <li>◆ assessments of individual teachers' instructional skills and Kentwood's corporate instructional skills.</li> <li>◆ expert consultation in the use of audit results and planning for improvement.</li> </ul>
<b>Student Academic Achievement Coordinator</b>	<p>A 1.0 FTE curriculum, instruction and assessment specialist dedicated to collaborating with teachers to</p> <ul style="list-style-type: none"> <li>◆ ensure systemic implementation of the SAAP</li> <li>◆ integrate classroom practices research suggests will improve student learning</li> <li>◆ study Kentwood students' progress in achieving the goals of the SAAP.</li> </ul>	

**Mattson Junior High School  
2002-2003 SAAP**

**READING GOALS**

Evidence of Need	Objectives	Strategies	Monitoring Indicators & Dates	Staff Dev.	Resources
<p>WASL – 02 See front page</p> <p>Levels – 02 See front page</p> <p>ITBS - 02 See front page</p>		<ol style="list-style-type: none"> <li>1. Teach and develop vocabulary comprehension skills: analyze words using root words, context clues, prefixes/suffixes, web pages for Greek &amp; Latin base words, etc.</li> <li>2. Practice reading skills in formats similar to WASL assessments.</li> <li>3. Employ secondary reading strategies by using SQ3R in all departments. Use SQ3R to identify and comprehend main ideas and supporting facts.</li> <li>4. Practice reading at developmentally appropriate reading levels: use AR and STAR programs to match students' reading levels with books used for reading practice.</li> <li>5. Practice reading a variety of genres, including nonfiction.</li> <li>6. Explore the use of student-made AR tests for trade books &amp; textbooks.</li> <li>7. Explore the use of AR;s Power Lessons to target specific reading skills and comprehension.</li> <li>8. Practice reading and discussing trade book sets in small and large groups.</li> <li>9. Employ Soar to Success program: teach and give practice in reading routines and strategies that enhance comprehension.</li> <li>10. Explore Battle of the Books to promote increased reading practice.</li> <li>11. Employ the use of the Internet to read materials pertaining to research projects.</li> <li>12. Encourage &amp; promote reading practice: "Hot Picks", book talks.</li> <li>13. Explore use of supplemental reading materials related to Social</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-made assessments (weekly/monthly).</li> <li>2. Teacher's records: plan books, lesson plans, conferences/observations (all year).</li> <li>3. Library System reports: collection development, circulation statistics (monthly/yearly)</li> <li>4. Purchase orders &amp; records: books bought for library and classrooms (all year).</li> <li>5. IEPs, standardized tests, teacher-made assessments (all year).</li> <li>6. STAR reports: pre- and post-tests to measure growth of reading levels and vocabulary over time; setting ZPDs for reading practice (Fall/Spring).</li> <li>7. AR's TOPS reports: showing comprehension of books read for reading practice; minimum of 2/quarter for 7<sup>th</sup> &amp; 8<sup>th</sup> grade students (all year).</li> <li>8. Tests &amp; discussions related to group reading selections: AR's Literacy Skills tests, open-ended/critical-thinking questions via discussions &amp; teacher-created assessments (all year).</li> <li>9. AR's Power Lessons: assess students' understanding of targeted reading skills while practicing reading (all year).</li> <li>10. Signups for Battle of the Books program.</li> </ol>	<p>Training on SQ3R process.</p> <p>Training: Soar to Success, AR Goal-Setting; understanding STAR &amp; AR reports.</p> <p>Training: creating AR Reading Practice Quizzes.</p> <p>Assessment training.</p>	<p>Middle School Toolkit.</p> <p>Teacher-developed, vocabulary-building worksheets.</p> <p>Extra copies of 20+ books selected to be on the Battle of the Books list.</p> <p>Ample number of books for full range of reading levels and interests / genres.</p> <p>Additional library funding for #3 &amp; #4.</p> <p>Soar to Success books, workbooks and teaching materials.</p> <p>AR Practice Quizzes</p> <p>AR Literacy Skills Tests</p> <p>AR Power Lessons</p> <p>STAR program</p> <p>AR Program</p> <p>Extra patron capacity for AR &amp; STAR</p>

		Studies, Science and Language Arts curriculum			Extra paper & ink for reports & assessments  SQ3R posters in teaching areas
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