

Kentwood High School
Kentwood High School
11/17/2008

Overview:

Kentwood High School
Home of the "Conquerors"
25800 164 Ave SE
Covington, WA 98042

Principal: Doug Hostetter

Average Class Size: 25

Building Budget: \$ 192,958

Building Condition: New 9th/10th Annex with 32 classrooms built in 2004. Original building building built in 1981.

Special Programs: ELL, All Day Daycare, Special Education Programs

Clubs and Activities:

Animae Club, Archery Club, Annual Staff, Art Honor Society, ASB, Conk Crew, Debate, DECA, Drama Club, FBLA, FCCLA, FFA, Gay Straight Alliance, Hands Up Club, Interact, Invictus, Key Club, More Than Conquerors, Pep Band, Philosophy Club, National Honor Society, Shades, Ski Club, and Youth in Government.

World Languages: Spanish, French, Japanese, Chinese, and Sign Language

District Priorities/Initiatives:

Mission Statement:

Kentwood students will graduate with the knowledge and skills to be life-long learners and productive members of society.

Shared Vision/Guiding Principles:

1. Our primary responsibility is to ensure student learning.
 2. We will create and maintain a positive, stimulating, and safe environment in order for students to learn.
 3. We will strive to develop a culture where respect, dignity, and self-worth are extended to all members of the Kentwood community.
 4. We will implement instructional strategies that support the state Essential Academic Learning Requirements and Grade Level Expectations.
 5. We will assist students make productive decisions about their future by providing opportunities for application of their aptitudes and abilities.
 6. We will encourage parental and community involvement to ensure student success.
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Leadership/Planning Team Members:

Doug Hostetter- Principal
Heidi Maurer- Assistant Principal
PLC leaders
Dept. Leaders

Selected Data:

**WASL - Trend - What Percent of All Students Meet Standards?
At the School Level**

**WASL - Trend - What Percent of Low Income Students Meet Standards?
At the School Level**

**AYP - What are the AYP Summary Results?
At the School Level**

Yes Group met AYP. N<Required Group has fewer than required.
No Group did not meet AYP. N/A There are no students in this group.

**WASL - Trend - By Gender What Percent of All Students Meet Standards?
At the School Level**

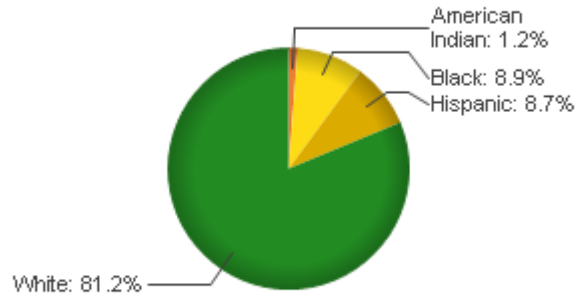
**WASL - Trend - By Ethnicity What Percent of All Students Meet Standards?
At the School Level**

**What is the Demographic Make Up of My School?
At the School Level**

Student Demographics	
Enrollment	
October 2006 Student Count	2,418
Gender (October 2006)	
Male	51.0%
Female	49.0%
Special Programs	
Free or Reduced-Price Meals (May 2007)	22.1%
Special Education (May 2007)	7.0%
Transitional Bilingual (May 2007)	3.4%
Migrant (May 2007)	0.0%
Annual Dropout Rate (2005-06)	5.4%

On-Time Graduation Rate (2005-06)	78%
Extended Graduation Rate (2005-06)	80%

Ethnicity (October 2006)



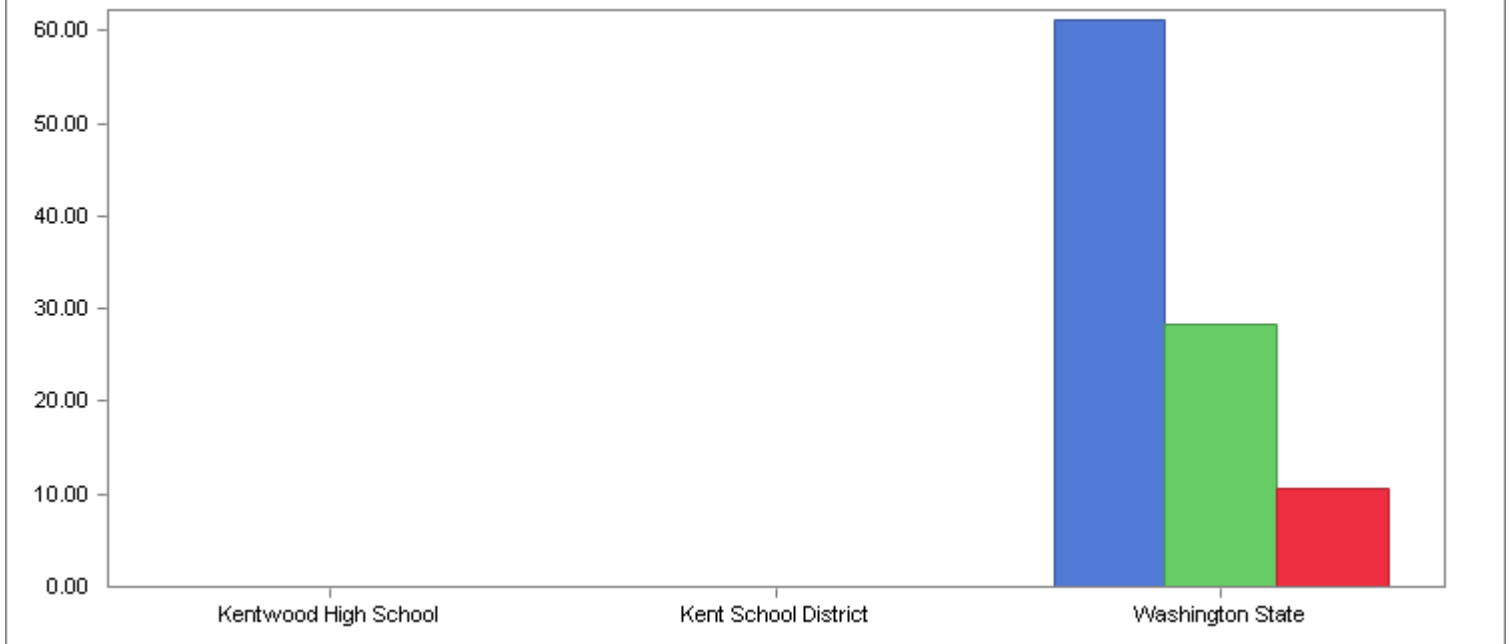
Teacher Information

Teacher Statistics (2006-07)	
Classroom Teachers	108
Average Years of Teacher Experience	10.4
Teachers with at least a Master's Degree	65.7%
Total number of teachers who teach core academic classes	83
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	411
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	97.3%
% of classes taught by teachers who do not meet NCLB HQ definition	2.7%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

Technology Integration by Teachers At the School Level

Organization	Tier1	Tier2	Tier3
Kentwood High School	0.00	0.00	0.00
Kent School District	0.00	0.00	0.00
Washington State	61.04	28.38	10.58

Technology Report



Custom Data:

Title	Description
2007-2008 Discipline Data by Ethnicity	This data compares the percentage of disciplinary infraction by ethnicity with the school's ethnic breakdown.
Special Education Students by Ethnicity	This data compares the ethnic break down of Special Education students to the rest of the school's ethnic break down
AP Enrollment by Ethnicity	This data compares student enrollment in AP classes by ethnicity with the overall school population.
SAT scores by Ethnicity	The data compares the average SAT score for students in different ethnic groups.

Portfolio Process:

Goals:

Goal Title: Closing the Achievement Gap

Smart Goal: Kentwood will improve each minority subgroup's scores by 5% in reading, writing, and math according to NCLB as measured by the 2009 Washington Assessment of Student Learning.

Goal Title: Closing the Achievement Gap

Smart Goal: Kentwood will increase the percentage of minority students preparing to attend college by 5% as measured by minority student participation in the SAT.

Goal Title: Closing the Achievement Gap
Smart Goal: Kentwood will increase the number of minority students participating in Advanced Placement classes to a level that corresponds with the minority groups' representation in the general population.

Goal Title: Special Populations
Smart Goal: According to NCLB, Kentwood will meet AYP in special education by increasing each sub groups scores by 5% as measured by the 2008-2009 Washington Assessment of Student Learning.

Goal Title: Low Income Students
Smart Goal: Kentwood will increase by 5% the number of low income students passing the Washington Assessment of Student Learning as measured by the 2008-2009 WASL.

Goal Title: Writing Performance Goal
Smart Goal: At least 93% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in writing established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Reading Performance Goal
Smart Goal: At least 93% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in reading established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Math Performance Goal
Smart Goal: At least 71% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in math established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Science Performance Goal
Smart Goal: At least 64% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in science established by NCLB and as measured by the Washington Assessment of Student Learning.

Goal Title: Information Literacy
Smart Goal: Students will increase their ability to evaluate, locate, synthesize, and use information effectively through the use of technology.

Goal Title: Visual Literacy
Smart Goal: Increase student ability to integrate technology by increasing the classroom based projects for each technology standard.

Goal Title: Increasing Rigor
Smart Goal: Kentwood High School will increase the number of students enrolled in Advanced Placement courses by 10% as measured by the total number of students enrolled in all Advanced Placement courses.

Action Plan:

Goal: Closing the Achievement Gap
SMART Goal: Kentwood will improve each minority subgroup's scores by 5% in reading, writing, and math according to NCLB as measured by the 2009 Washington Assessment of Student Learning.

Strategy: The Math Department will provide struggling learners with tutoring after school from 2:30-3:30 on Tuesday and Thursday targeted at closing the achievement gap.
Rationale: The Math Department believes that struggling learners need to know that failure is not an option and that there are supports available to assist them with being successful.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal The Math Department will analyze the WASL scores of students attending the tutoring program.

Strategy: The Family and Consumer Science (FCS) teachers will provide their students with an interest survey to learn more about the students' culture, prior knowledge, and interests.
Rationale: Family and Consumer Science teachers will be able to better connect with their students when they understand their interests, culture, and prior knowledge. Students with a strong sense of belonging to a class perform better.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal The FCS teachers will monitor the grades of minority students to see if they increase from first semester to second semester.

Strategy: The PE/Health Department will provide students choice in what they read.

Rationale: "Reading Don't Fix No Chevy" book study uncovered that low income/low achieving students did not like reading. However, self selection of Current Health issues allows students to tailor their reading selections to their personal interests! Self selection promotes relativity which has proven to increase test scores in low income/low achieving students.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student success rates on the March Reading WASL.

Strategy: The ELL Department will: - pre-teach the WASL vocabulary to the ELL students. - teach mini-lessons on Basic Reading Comprehension Skills using the Reading Toolkit by McDougal Littell. - use the WASL stem cards to help students analyze their reading assignments. - focus on Expository and Persuasive types of Writing in the Writing Classes. - share the simplified version of the WASL rubric with the students.

Rationale: Providing students with specific reading and writing strategies will enable students to perform more effectively on the WASL.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student performance on the reading and writing WASL.

Goal: Closing the Achievement Gap

SMART Goal: Kentwood will increase the percentage of minority students preparing to attend college by 5% as measured by minority student participation in the SAT.

Strategy: The Business Department will: - will utilize the Business Department Curriculum guides created using UbD Frameworks to present the lessons for our subject areas. - provide opportunities for remediation for minority students that fall below 70% as determined between teacher and student. - Provide leadership opportunities for minority students through class, FBLA and DECA activities.

Rationale: By providing all students with effective instruction, and providing additional support for struggling students, the Business Department will effectively target the struggling learners in the courses they teach.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal The Business Teachers will monitor their individual failure rates to see if they decline from one year to the next.

Strategy: The Science Department will: - Intentionally coach students (minorities) on test taking strategies - Recruit minority students to register for AP science classes and upper level (Chem and physics) classes during 9th and 10th grade science classes - Offer and encourage use of before/after school extra help in science.

Rationale: Struggling students need additional time for support. Minority students need to know that they are very capable of successfully completing AP classes and going to college; they need to know that they do not need to comply with social stereotypes of different minority groups.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student enrollment in AP classes.

Goal: Closing the Achievement Gap

SMART Goal: Kentwood will increase the number of minority students participating in Advanced Placement classes to a level that corresponds with the minority groups' representation in the general population.

Strategy: The Music Department will: -promote class sign-ups by discussion, "word-of-mouth" encouragement. - develop a lesson outlining college music requirements, tying AP Music Theory curriculum to college Music Major needs. - research the number of minority students involved currently in Advanced Placement classes and determine what the minority groups representation is in the general population.

Rationale: Students who take one or more AP class in high school are significantly more likely to attend and complete college. By emphasizing minority student involvement in AP classes, the likelihood of the students attending college increases statistically.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Music teachers will monitor their enrollment in Advanced Placement Music classes to see if enrollment of minority students increases for the subsequent year.

Strategy: The Science Department will: - Intentionally coach students (minorities) on test taking strategies - Recruit minority students to register for AP science classes and upper level (Chem and physics) classes during 9th and 10th grade science classes - Offer and encourage use of before/after school extra help in science. - Department

chair (and/or others) will attend SHADES and AVID to promote SAT participation and AP science courses.

Rationale:

Struggling students need additional time for support. Minority students need to know that they are very capable of successfully completing AP classes and going to college; they need to know that they do not need to comply with social stereotypes of different minority groups.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student enrollment in AP classes.

Goal: Special Populations

SMART Goal: According to NCLB, Kentwood will meet AYP in special education by increasing each sub groups scores by 5% as measured by the 2008-2009 Washington Assessment of Student Learning.

Strategy: The Math Department and the Special Education Department will work collaboratively to develop a team taught Algebra 1-2 class targeted at transitioning students from Special Education math classes into general education math classes.

Rationale: The Math and Special Education Departments believe that special education students need additional support to be successful in an Algebra class after being in a self-contained special education class.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal The Math Department and the Special Education department will determine the percentage of special education students who participated in the team taught class that pass the math WASL in April.

Strategy: The Special Education Department will: - provide special education students with targeted reading strategies for students to use across the curriculum. - place more students in general education classes with deliberate and specific supports from special services. - work collaboratively with the 9th and 10th grade SLCs to provide greater access to the general education curriculum for special needs students. - provide students with weekly WASL sample problems. - work to build student confidence on their ability to successfully pass the WASL. - parallel the general education curriculum in self-contained (level 2) IP classes. - increase student exposure to general education materials.

Rationale: Special needs students need regular exposure to WASL test structures and strategies to build their own confidence in their ability to pass the WASL.

Activities/Task	Professional Development	Timeline	Resources	Who is Responsible?	Monitoring Effectiveness
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Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor Special Education student pass rates on the WASL and WASL BASIC.

Goal: Low Income Students
SMART Goal: Kentwood will increase by 5% the number of low income students passing the Washington Assessment of Student Learning as measured by the 2008-2009 WASL.

Strategy: The World Language department will develop lessons using technology to further engage students in the learning process.
Rationale: Students live in a technological society and elements of technology incorporated into a lesson will further engage students in the learning.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will self-monitor students' engagement in daily lessons to determine if involvement increases.

Strategy: The ELL Department will: - offer before-, after-school and lunch-time tutoring. - provide students on the reduced lunch program with basic school supplies.
Rationale: Students can not learn unless their basic needs are met. Furthermore, struggling learners sometimes need additional time to learn content.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal The ELL Department will monitor student success on the WASL.

Goal: Writing Performance Goal
SMART Goal: At least 93% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in writing established by NCLB and as measured by the Washington Assessment of Student Learning.

Strategy: The World Language department will use the Jane Schaffer Writing Model to help students write more effectively.
Rationale: Struggling learners need a structure in which to learn to write. They further need a

common vocabulary to discuss writing. The Jane Schaffer Writing Model provides a common vocabulary for discussing writing.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student performance on the March Writing WASL.

Strategy: The Health/PE Department will use repetition and practice, reteaching, analysis and synthesis writing to increase student writing performance.

Rationale: Self selection promotes relativity which has proven to increase test scores in low income/low achieving students.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student success rates the March Writing WASL.

Strategy: The English Department will implement the following strategies: - Norming papers with rubrics - Individual conferencing with students - direct instruction on writing a thesis statement. - WASL style prompts for writing assignments.

Rationale: Providing students with more specific feedback will accelerate their learning.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student writing WASL results.

Goal: Reading Performance Goal

SMART Goal: At least 93% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in reading established by NCLB and as measured by the Washington Assessment of Student Learning.

Strategy: The Social Studies department will support struggling readers by teaching and using reading strategies (text marking, Socratic Seminars and the use of graphic organizers) in order to close the achievement gap.

Rationale: Students must receive direct and deliberate instruction on reading strategies in order to improve their reading skills.

Activities/Task	Professional Development	Timeline	Resources	Who is Responsible?	Monitoring Effectiveness
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Activities/Task	Professional Development	Timeline	Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Social studies teachers will monitor their students' success rates on the reading WASL.

Strategy: The World Language department will teach and use a variety of reading strategies appropriate to the text, including: predicting, reading titles, subtitles, pictures, graphics, captions, cognates, scanning, reading graphic organizers, modeling (talking out loud while reading a paragraph to teach the mental processes), reading speed—what's appropriate for the specific text?.

Rationale: Students must receive direct and deliberate instruction on reading strategies in order to improve their reading skills.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Social studies teachers will monitor their students' success rates on the reading WASL.

Strategy: The Health/PE department will use student self selection of reading material to increase student participation in reading activities.

Rationale: "Reading Don't Fix No Chevy" book study uncovered that low income/low achieving students did not like reading. However, self selection of Current Health issues allows students to tailor their reading selections to their personal interests!

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student success rates on the March WASL.

Strategy: The English Department will focus on the implementation of the following close reading strategies: - Annotating Text -Dialectical Journals -Directed Analysis -Higher level of questions

Rationale: Students need specific strategies for reading in order to improve their reading skills.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student performance on the Reading WASL.

Goal: Math Performance Goal

SMART Goal: At least 71% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in math established by NCLB and as measured by the Washington Assessment of Student Learning.

Strategy: The Math Department will provide struggling learners with math tutoring on Tuesdays and Thursdays from 2:30-3:30. They will further increase their use of manipulatives in the classroom and will provide students with electronic copies of classroom notes. The Math Department will focus on developing formative assessments to more deliberately guide their instruction.

Rationale: Struggling learners often need more time to learn concepts and the tutoring will provide this opportunity. In addition, some students need to see problems done; they are kinesthetic learners. The manipulatives will assist these types of learners in connecting with concepts and curriculum. Some students struggle because they are not good note takers. The teachers will provide students with electronic copies of notes to make sure students have the necessary information. Finally, the math department will work to develop formative assessments because the clearer the picture they have about their students misunderstandings, the easier it is to correct them and adjust instruction to meet the students needs.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal The Math department will analyze the sophomore pass rate on the math WASL.

Strategy: Creative cooking students will experience hands-on-training in measurements by using manipulatives to demonstrate their understanding of equivalents. In addition, they will receive weekly practice in using "Kitchen Math for Teachers" to check for understanding, give immediate feedback, and allow time for revision on the "What's in a Recipe" document. Students will take a pre-test and several formative assessments throughout the semester to show progress in understanding of kitchen math.

Rationale: When students are able to use manipulatives to learn math, they are able to increase their mathematical conceptual understanding of measurement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal FCS teachers will document student progress using a series of formative assessment.

Goal: Science Performance Goal
SMART Goal: At least 64% of Kentwood's 2008-2009 sophomores will meet or exceed the academic performance standards in science established by NCLB and as measured by the Washington Assessment of Student Learning.

Strategy: The Special Education Department will: - provide intense instruction on reading strategies in the science content area. - integrate students into the science classes with SE teacher support. - use the content from the science classes to teach content area reading strategies.

Rationale: Special education students struggle in science because of low reading levels. By increasing their ability to read science material, teachers will enable students to gain greater access to the science content.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Special education teachers will monitor special education student pass rates in science classes and on the WASL.

Goal: Information Literacy
SMART Goal: Students will increase their ability to evaluate, locate, synthesize, and use information effectively through the use of technology.

Strategy: Each course in the Social Studies department will develop and/or implement research projects requiring the use of technology. (ex: 9th Grade Project, 11th Grade CBA,...)

Rationale: Students need the consistent opportunity to develop their research skills from year to year in order to master the skill.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Individual teachers will assess students success on the CBAs.

Strategy: The ELL Department will set up a regular computer lab day for the ELL classes and provide the students with one-on-one help with their computer-based projects.
Rationale: Many ELL students have limited exposure to technology and no computers at home. They need regular practice with technology to progress.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Funding Source

Procedures for evaluating success in reaching this goal Teachers will use formative assessment to determine the effectiveness of the after school lab.

Goal: Visual Literacy
SMART Goal: Increase student ability to integrate technology by increasing the classroom based projects for each technology standard.

Strategy: Students will learn to use Powerpoint to create presentations by using peer-coaching skills to increase the understanding of struggling learners.
Rationale: Peer coaching will encourage struggling learners to use the powerpoint skills and to ask additional questions to increase their understanding of the computer program.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal FCS teachers will measure students success through their grades on their two power point presentations.

Strategy: The Music Department will: - research the technology standards for Washington - continue to increase use of band and choir websites - continue use of aural training websites (musictheory.net) -continue teacher and student training in specific technologies for All-Northwest auditions online. - investigate and implement where appropriate the technology required for state CBPA's. - encourage the use of Smartboard and Powerpoint technologies by offering their use in Music Department projects.
Rationale: By modeling the use of technology for students, student's and teacher comfort level with technology will increase.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will use formative assessments to evaluate students' ability to use technology in the music classroom.

Strategy: Each course in the Social Studies department will develop and/or implement research projects requiring the use of technology. (ex: 9th Grade Project, 11th Grade CBA,...)
Rationale: Students need an opportunity to practice their technology skills in a variety of different contexts.

Activities/Task	Professional	Timeline	Resources Amount / Type /	Who is	Monitoring
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Activities/Task	Development	Timeline	Description / Funding Source	Responsible?	Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will individually monitor their students' success on the courses CBA.

Strategy: The Special Education Department will: - create a partnership with the Computer Applications Teachers to encourage students to take the computer applications class with support from the SE department. - incorporate tech projects into the IP classes.

Rationale: Special education need additional exposure to technology.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor the number of SE students that enroll in computer applications classes.

Goal: Increasing Rigor

SMART Goal: Kentwood High School will increase the number of students enrolled in Advanced Placement courses by 10% as measured by the total number of students enrolled in all Advanced Placement courses.

Strategy: The Music Department will: - research the number of students involved currently in Advanced Placement classes and determine the number of students needed to increase participation in AP music classes by 10%. - promote class sign-ups by discussion, "word-of-mouth" encouragement - develop a lesson outlining college music requirements, tying AP Music Theory curriculum to college Music Major needs - instigate a "bring-a-buddy-to-music-theory" in-school field trip.

Rationale: Students who take one or more AP class in high school are significantly more likely to attend and complete college. By emphasizing minority student involvement in AP classes, the likelihood of the students attending college increases statistically.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Music teachers will monitor their enrollment in Advanced Placement Music classes to see if enrollment of minority students increases for the subsequent year.

Strategy: The Science Department will: - Intentionally coach students (minorities) on test taking strategies - Recruit minority students to register for AP science classes and upper level (Chem and physics) classes during 9th and 10th grade science classes - Offer and encourage use of before/after school extra help in science.

Rationale: Struggling students need additional time for support. Minority students need to know that they are very capable of successfully completing AP classes and going to college; they need to know that they do not need to comply with social stereotypes of different minority groups.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student enrollment in AP classes.

Strategy: The English Department will organize an AP night, in January, and invite parents of current and potential AP students to discuss AP: the purpose, expectations, and differences from regular classes.

Rationale: Students need to be encouraged to challenge themselves or they will take the path of least resistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal Teachers will monitor student participation in AP classes.

Modified By:

Heidi Maurer

Modified On:

11/6/2008