

# Waukesha West High School

*"To Challenge Minds, Foster Compassion, and Pursue Excellence"*



November 6, 2009

Dear Waukesha West School Community Member:

Over the past 15 months the West High School community has engaged in significant dialogue around what we want our school to be like, and what we want for our students when they graduate. This work has included careful study of current and past student performance data, discussion and brainstorming with Student Council and Site Council, and action planning with the staff through the school's four committees. The culmination of this work has been the creation of our School Improvement Plan which is detailed on the following pages.

To some the phrase "School Improvement Plan" implies that there is something wrong and that it needs to be fixed, perhaps by some external agency or audit in this time of increased accountability for schools. This is not so. The School District of Waukesha has prioritized a focus on growth for schools as a whole which begins with a focus on individual students. It is for this reason that we have a School Improvement Plan, as do all schools in Waukesha.

On the following pages you will see our goal and the action plan that has been created to propel us toward the realization of our goal. I welcome your questions and feedback at any time--please contact me at: 262-970-3910 or [mthomps@waukesha.k12.wi.us](mailto:mthomps@waukesha.k12.wi.us)

Sincerely,

A handwritten signature in black ink, appearing to read 'Melissa Thompson', is placed within a light grey rectangular box.

Melissa Thompson  
Principal

## School / Department Continuous Improvement Plan

<b>School/ Department Name:</b> Waukesha West High School	<b>School Year:</b> 2009-2010	<b>Quarter:</b> End of second	<b>Date:</b> January 2010
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### STEP 1: NEEDS ASSESSMENT/ DATA INQUIRY - use 360 Degrees of Data to guide your needs assessment

Due to a solid start last year in formalizing PLC work and data to show that our focus is working in the form of increased ACT scores, our CIP for the next year remains the same in focus with more aggressive target goals and measures for the 09-10 school year. Given our nearly new administrative team and revised governance structure for the 09-10 year we believe there is more learning to do in the categories listed below, but that we have good information to help start our plan for the year. With that in mind, here is what we know so far:

**Student Learning:** For the past several years, West High School has had school goals around WKCE performance, growth from fall to spring on the District Writing Assessment, and increasing the average ACT score to a 25 composite. WKCE trend data for the past five years shows that the school consistently has around 85% of students scoring proficient/advanced in each area. District Writing Assessment data suggests that students generally improve their performance from fall to spring administration times. ACT data reports the school's average performance increasing from 22.6 five years ago to a 23.5, but also reports that 15% of our students who go on to post-secondary institutions in the UW-System need remediation in reading, writing, and/or math during their first year of college.

We realize that we are missing many pieces of formative data on student learning, aside from report card grades, since most of the data we have is large-scale standardized summative data.

**School Processes:** During the 08-09 school year PLCs became well defined and more formalized than during the prior 9 years. In addition, structures in the form of monthly meeting time and meeting logs were put into place to aid in the development of these PLCs and their work. Additionally, during the 08-09 school year a robust school governance model was implemented which involved more than 35 teachers on a monthly basis in this formal decision-making model. For the 09-10 school year, this model has been slightly altered to better meet the needs of school decision-making given the areas of focus for the school and district at this time. All of these changes and areas of focus are further validated by suggestions from the QAR report filed in December of 2007 suggesting a need to use this governance structure to aid in the continuous improvement process.

Additional alterations to school processes for the 09-10 school year include a structured and thorough freshmen orientation program along with a significant shift in the academic culture for 9<sup>th</sup> and 10 graders in the move from large study halls to small study halls staffed by content-expert teachers. These decisions were driven by perceptual and academic achievement data suggesting that our student culture could be improved by creating a faster sense of belonging for incoming students and a more academic study environment during the day for students.

Finally, born from district policy change, as a school we have embarked upon a significant change in grading practice to be sure that student grades reflect knowledge assessed by learning target. This shift has resulted in course-alike similarity across teachers in grading categories and scales and should (as we learn and get better with this change as adults) allow for timelier and more specific feedback about student progress and need for intervention or help. Finally, we will continue to work to use the standardized test data we do have in a more targeted fashion to impact appropriate course selection and post-secondary planning.

**Demographic Data:** The school's student population has remained very stable in terms of gender, race/ethnicity, and school attendance rate for students. However, the school's teaching staff has experienced a change in that approximately 60% of those currently on staff at West are new to the building within the last 5 years.

**Perception:** Significant perceptual data was gained last year through a Gallup poll of students as well as surveys about parent-teacher conferences and other school services. Additionally, through Student and Site Councils the study of "what we are known for now" and "what we would like to be known for" was the

focus of meeting time last year. By the end of last year, it had been determined by these groups that our collective values are to be known for Excellence, Character, and Safety. As such, major decisions about programming and resource allocation have been made in line with these values. Full action plans have been developed to continue this work throughout this school year.

## STEP 2: GOAL DEVELOPMENT

**Long Range Goal:** Your overall goal will reflect a two to three year long-range goal and must be supported by data from your 360 Degrees of Data chart.

***To have a school composite ACT score of 25 as we prepare students for success in the 21<sup>st</sup> century.***

**Target Goals/Measures:** Selection of school wide goals must be based upon academic or operational need and must be supported by data.

**Target Goal:** For all West High School staff to:

- Know the definition of and understand an effective professional learning community at West High School
- Actively participate in a PLC team meeting at least twice a month.
- Increase curricular collaboration and understanding of data analysis and of possible interventions through the use of formative assessments that guide instruction.
- Be able to create and/or modify common formative assessments to monitor and improve student learning

**Quarterly Benchmarks**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ol style="list-style-type: none"> <li>1. All staff can consistently define the term PLC in the context of West High School</li> <li>2. All staff can consistently define the term common formative assessment</li> <li>3. There are two hours (minimally) devoted to the creation and analysis of common formative assessments by each staff member, each month</li> <li>4. PLC meetings model the school definition and focus on the creation and analysis of common formative assessments</li> <li>5. Each teacher can produce one common formative assessment, 5 point scoring rubric, intervention plan and student data per month of school held</li> <li>6. Students and parents have an awareness of the need for college readiness preparation</li> <li>7. Staff can articulate our school's current ACT performance data</li> <li>8. Teachers share common formative assessments with all course alike via electronic (t-drive, blackboard, e-mail) or paper avenues</li> <li>9. All students are receiving the academic feedback and intervention needed in a timely fashion due to common formative assessments and supportive study hall</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff can consistently define the term PLC in the context of West High School</li> <li>2. All staff can consistently define the term common formative assessment</li> <li>3. There are two hours (minimally) devoted to the creation and analysis of common formative assessments by each staff member, each month</li> <li>4. PLC meetings model the school definition and focus on the creation and analysis of common formative assessments</li> <li>5. Each teacher can produce one common formative assessment, 5 point scoring rubric, intervention plan, and student data per month of school held</li> <li>6. Each teacher has Explore, PLAN, and PSAT data profiles by class period to help inform teaching/learning and to guide course recommendations for next year</li> <li>7. Each student/family has received their Explore, PLAN, and PSAT results and knows how to use this information to best inform the selection of appropriate courses for next year and post-secondary planning</li> <li>8. Teachers share common formative assessments with all course alike via electronic (t-drive, blackboard, e-mail) or paper avenues</li> <li>9. All students are receiving the academic feedback and intervention needed in a timely fashion due to common formative assessments and supportive study hall (ALC/study halls)</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff can consistently define the term PLC in the context of West High School</li> <li>2. All staff can consistently define the term common formative assessment</li> <li>3. There are two hours (minimally) devoted to the creation and analysis of common formative assessments by each staff member, each month</li> <li>4. PLC meetings model the school definition and focus on the creation and analysis of common formative assessments</li> <li>5. Each teacher can produce one common formative assessment, 5 point scoring rubric, intervention plan, and student data per month of school held</li> <li>6. Each teacher has Explore, PLAN, and PSAT data profiles by class period and is systematically using it to inform teaching/learning on a daily basis And understands how to incorporate that data for teaching and learning??</li> <li>7. Course selection process with students/parents completed</li> <li>8. 95% of students taking an AP course are signed up to take the corresponding AP test</li> <li>9. Teachers share common formative assessments with all course alike via electronic (t-drive, blackboard, e-mail) or paper avenues</li> <li>10. All students are receiving the academic feedback and intervention needed in a timely fashion due to common formative assessments and</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff can consistently define the term PLC in the context of West High School</li> <li>2. All staff can consistently define the term common formative assessment</li> <li>3. There are two hours (minimally) devoted to the creation and analysis of common formative assessments by each staff member, each month</li> <li>4. PLC meetings model the school definition and focus on the creation and analysis of common formative assessments</li> <li>5. Each teacher can produce one common formative assessment, 5 point scoring rubric, intervention plan and student data per month of school held</li> <li>6. Each teacher has Explore, PLAN, and PSAT data profiles by class period and is systematically using it to inform teaching/learning on a daily basis</li> <li>7. School budget for next year reflects strategic alignment of resources to support our school goal and targets of PLCs and common formative assessment creation/data usage</li> <li>8. Master Schedule is completed and supports our school goal and targets by providing students with selected rigorous courses</li> </ol>

<p>(ALC/study halls) environments</p>	<p>environments</p>	<p>supportive study hall (ALC/study halls) environments</p>	<p>9. Teachers share common formative assessments with all course alike via electronic (t-drive, blackboard, e-mail) or paper avenues</p> <p>10. All students are receiving the academic feedback and intervention needed in a timely fashion due to common formative assessments and supportive study hall (ALC/study halls) environments</p>
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Action Plan      Completed      In-Process      Has Not Been Attempted

Action Plan (Steps- provide details)	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
<b>Plan and execute high quality opening staff development time in August 09 to redefine and model PLCs, establish protocol (norms and PLC cycle), and to understand reporting with the use of the 5 pt. grading scale</b>	Summer Academy team of 26 individuals	Time and commitment of Summer Academy team		PLCs Assessment literacy for common formative assessments	August 2009
<b>Monitor PLC meetings to ensure they continue to fall within school definition and that they focus on intended/ expected business</b>	Administration	<ul style="list-style-type: none"> <li>• Time</li> <li>• Learning Logs completed</li> <li>• School governance structure that allows for timely feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Learning Logs completed</li> </ul>	PLCs Assessment literacy for common formative assessments	Ongoing entire 2009-2010 school year
<b>Monitor common formative assessments, scoring rubrics, data analysis once given, and use of data to inform instruction and learning</b>	Administration	<ul style="list-style-type: none"> <li>• CWTs</li> <li>• Books</li> <li>• Colleagues</li> <li>• Professional organizations</li> <li>• WILA conference</li> <li>• School governance structure that allows for timely feedback</li> </ul>	<ul style="list-style-type: none"> <li>• CWT training (district)</li> <li>• Training and knowledge of high quality common formative assessment creation</li> <li>• Knowledge of how to use data to inform instruction</li> </ul>	PLCs Assessment literacy for common formative assessments	Ongoing entire 2009-2010 school year
<b>Implement technology training as a means to share PLC work</b>	Teaching and Learning Committee	<ul style="list-style-type: none"> <li>• Time</li> <li>• Knowledgeable staff members</li> <li>• Technology</li> <li>• Wolverine University</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	"T "Drive Blackboard Intranet	Ongoing for the 2009-2010 School Year
<b>Supply parents with information about college readiness and UW admission standards as related to course rigor</b>	Administration, Teachers, counselors	<ul style="list-style-type: none"> <li>• School newsletter</li> <li>• WebNotes</li> <li>• PhoneMessenger system to advertise meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings/open forums</li> <li>• Handouts to explain information</li> </ul>	College Readiness in 21 <sup>st</sup> Century Assessment	Ongoing entire 2009-2010 school year
<b>Supply students with</b>	Administration,	<ul style="list-style-type: none"> <li>• School newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings/open</li> </ul>	College Readiness in	Academic Focus

<b>information about college readiness and UW admission standards as related to course rigor</b>	Teachers, counselors	<ul style="list-style-type: none"> <li>• WebNotes</li> <li>• PhoneMessenger system to advertise meetings</li> </ul>	<ul style="list-style-type: none"> <li>• forums</li> <li>• Handouts to explain information during Academic Focus Day</li> </ul>	21 <sup>st</sup> Century Assessment	Day October 14, 2009
<b>Administer the Explore, PLAN, and PSAT to all freshmen, sophomores, and juniors, respectively</b>	All school staff members	<ul style="list-style-type: none"> <li>• Entire staff of school</li> <li>• \$10 testing fee/student</li> <li>• Entire school/all classrooms available</li> <li>• Test rationale handout and discussion</li> <li>• Test materials</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils (1,000)</li> </ul>	College Readiness in 21 <sup>st</sup> Century	October 14, 2009
<b>Re-introduce college readiness standards to teaching staff</b>	Administration, department chairs/ C & I staff	<ul style="list-style-type: none"> <li>• ACT's College Readiness Standards</li> <li>• Wisconsin State Standards</li> <li>• ACT Cross-Over report</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Wolverine Weekly for follow-up articles</li> </ul>	College Readiness in 21 <sup>st</sup> Century	Fall/Winter 2009/10
<b>Begin analysis of AP course enrollment as compared to Explore, PLAN, PSAT, and WKCE data to determine appropriateness of course placement</b>	Administration, guidance counselors, department chairs/ C & I staff	<ul style="list-style-type: none"> <li>• Time</li> <li>• Data Warehouse</li> <li>• Zangle</li> </ul>	<ul style="list-style-type: none"> <li>• Tech support</li> </ul>	College Readiness in 21 <sup>st</sup> Century  Data-Based Decision Making	Fall/Winter 2009/10
<b>Vertical Cluster meetings with regard to 9<sup>th</sup> grade course selection in the areas of math and science particularly.</b>	Administration/ staff	<ul style="list-style-type: none"> <li>• ACT outcome data</li> <li>• ACT prep data/information</li> <li>• Common formative and summative assessment data</li> <li>• College Readiness Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Collaborative Leadership in cluster</li> </ul>	College Readiness in 21 <sup>st</sup> Century	Ongoing, monthly beginning September 2009-2010
<b>Develop protocol for Academic Learning Centers (ALCs)</b>	Administration, ALC teachers, Teaching and Learning Committee	<ul style="list-style-type: none"> <li>• Time</li> <li>• Summer Curriculum Work Pay</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Research literature about learning centers (AVID)</li> <li>• Teacher-developed bell work</li> </ul>	College Readiness in 21 <sup>st</sup> Century  Literacy	Summer 2009, ongoing 2009/2010

<b>Monitor ALCs to ensure they focus on intended objectives/outcomes</b>	Administration, ALC teachers, Teaching and Learning Committee	<ul style="list-style-type: none"> <li>FTE allocation</li> <li>Classroom Walk Throughs</li> <li>Ignition mentors</li> </ul>	<ul style="list-style-type: none"> <li>Training of ALC teachers and student mentors</li> <li>Student, teacher, and parent perceptual data</li> </ul>	College Readiness in 21 <sup>st</sup> Century  Literacy  Universal Level High Quality Teaching Strategies	Ongoing 2009/10 year
<b>Train student mentors through Ignition</b>	Administration, Ignition program, Mentors, Advisors, West Culture Committee	<ul style="list-style-type: none"> <li>Time</li> <li>Ignition program licensing fee</li> <li>Service hours for students</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	Cultivating positive West culture	Ongoing 2009/10 year
<b>Continue to define REACH &amp; RTI, Universal Academic and Behavioral models</b>	Administration and staff members Teaching & Learning Committee	<ul style="list-style-type: none"> <li>School governance structure</li> <li>EIS dollars</li> </ul>	<ul style="list-style-type: none"> <li>Time and venue to deploy decisions</li> </ul>	Data-Based Decision Making  Universal Level High Quality Teaching Strategies	Ongoing, beginning with 2009-2010
<b>Each teacher has Explore, PLAN, and PSAT data profiles by class period to help inform teaching/learning and to guide course recommendations for next year</b>	Teaching and Learning committee, school assessment coordinator, district assessment coordinator	<ul style="list-style-type: none"> <li>Data warehouse</li> <li>Zangle</li> <li>College Readiness Standards</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Tech support</li> <li>Monies to defray paper/copying costs</li> <li>PD on College Readiness Standards</li> <li>Knowledge of course offerings</li> </ul>	Data-Based Decision Making  Universal Level High Quality Teaching Strategies	Nov/Dec 2009
<b>Teachers are trained to use data from Explore, PLAN, and PSAT data profiles by class period.</b>	Teaching and Learning Committee	<ul style="list-style-type: none"> <li>Data</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Data in usable format</li> </ul>	Data based decision making  Universal Level High Quality Teaching Strategies	Dec. 09
<b>Host informational nights for students and parents where Explore, PLAN, and PSAT results are explained to help in the selection of appropriate courses for next year and what the results suggest for post-secondary planning purposes</b>	Administration, Counselors	<ul style="list-style-type: none"> <li>Time</li> <li>Large meeting room</li> <li>PowerPoint with information</li> <li>Handouts</li> <li>Test results returned from testing companies</li> </ul>	<ul style="list-style-type: none"> <li>Monies to defray copying costs</li> <li>Course selection guide for 09-10 school year</li> </ul>	College Readiness in 21 <sup>st</sup> Century  Data-Based Decision Making	Dec 2009

<b>Identify areas of teaching strength for all staff members to be sure they are best matched to the courses they are asked to teach</b>	School and District office administration, department chairs, and teachers	<ul style="list-style-type: none"> <li>DPI license information (HR)</li> </ul>	<ul style="list-style-type: none"> <li>Degrees and certificates earned- listing (HR)</li> <li>Survey</li> <li>Evaluations</li> </ul>	Universal Level High Quality Teaching Strategies	Winter 2009-2010
<b>Use of Quarterly Curriculum Reviews by staff to identify areas of curricular/instructional strength, gaps, and overlap</b>	Administration  PLC groups	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment data for quarter, by course taught</li> </ul>	PLCs  College Readiness in 21 <sup>st</sup> Century  Data-Based Decision Making	November 2009, ongoing
<b>Build AP teaching capacity by tapping at least one other job-alike to be trained in teaching AP coursework so that for each course offered there are at least two teachers trained to teach it</b>	Administration and C/I staff		<ul style="list-style-type: none"> <li>\$ for training with AP/College Board</li> <li>In-district release/common planning time with other AP teachers</li> </ul>	PLCs  College Readiness in 21 <sup>st</sup> Century	January-August 2010
<b>Use collaborative budgeting process to strategically allocate monies in support of our school goal and targets</b>	Administration  Site Council  Resource Management Committee	<ul style="list-style-type: none"> <li>Committee structure</li> </ul>	<ul style="list-style-type: none"> <li>Different examples of models used in schools to achieve this goal</li> </ul>	Data-Based Decision Making	February-April 2010
<b>Monitor the scheduling process to ensure that we best allocate and use our FTEs to ensure a rigorous academic experience for all students and provide collaboration time within the school day for teachers</b>	Administration  Resource Management Committee	<ul style="list-style-type: none"> <li>Committee structure</li> </ul>	<ul style="list-style-type: none"> <li>Accurate course request numbers vs. intentions of students</li> </ul>	Data-Based Decision Making  College Readiness in 21 <sup>st</sup> Century  PLC's	January-June 2010
<b>Implement grading practices that are in full alignment with district policy and best practice guide adopted August 2008</b>	Administration Teaching and Learning Committee	<ul style="list-style-type: none"> <li>Committee Structure</li> <li>Books</li> <li>Colleagues</li> <li>Outside experts</li> <li>Professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Capacity and background knowledge built for all staff (some have participated in collegial studies already)</li> </ul>	Assessment literacy for common formative assessments  PLCs  Universal Level High Quality Teaching Strategies	Ongoing beginning in 2009-2010;

				<b>Data-Based Decision Making</b>	
<b>Develop and implement a student improvement plan that could include the following areas of focus to be sure we are creating learners who are: critical thinkers, problem solvers collaborators, adaptable, show initiative, are effective communicators, analyzers of information who have curiosity and imagination</b>	Site Council	<ul style="list-style-type: none"> <li>Curricular documents and state and national frameworks suggesting 21<sup>st</sup> century skill needs</li> </ul>	<ul style="list-style-type: none"> <li>Time for group to meet</li> </ul>	School Culture  College Readiness in 21 <sup>st</sup> century	Ongoing 2009-2010
<b>Parental / Community Engagement:</b> Site Council, school newsletter, parent/student information nights, Parent-Teacher conferences, podcasts/vodcasts, WebGrader					

### Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	First Semester	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	<p>A. PLC logs, teacher evaluation process, CWTs, student achievement data from MAPS, PLAN, Explore, PSAT, ACT, and WKCE, district level curriculum work, grading coach feedback, work with teachers</p> <p>B. Mostly process benchmarks and aforementioned data and experiences</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>