SECTION VI.A – LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME **St. Louis Public Schools – Vashon HS**	**COUNTY-DISTRICT –BUILDING CODE** **115-115/183**
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction **1003(g) SIG**	Instructional Coach (1FTE) will work with teachers on instructional strategies. (Goal 1: Objective 1.3) Intervention Specialist (2 FTE) will work with students and staff to meet behavior objectives, and work with RTI in regards to instruction, attendance, and discipline. (Goal 2: Objective 2.1) Attendance Specialist (1FTE) will work to help increase the attendance rate. (Goal 1: Objective 1.8)
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) **1003 (g) SIG**	Reading Resources for Reading Lab(Goal 1.:Objective 1.1) Math Resources for Math Lab(Goal 1.:Objective 1.2)
2100 Non Instructional Support Services	
2100 Non Instructional Support Services **1003 (g) SIG**	

2200 Professional Development	
2200 Professional Development **1003 (g) SIG**	Professional Development will be provided on RTI, Differentiated Instruction, and Depth of Knowledge. (Goal 1.:Objectives 1.1, 1.2, and 1.3)
2600 Planning and Evaluation	
2600 Planning and Evaluation **1003 (g) SIG**	Professional Development related to Data Driven Instruction. (Goal 1.:Objectives 1.1, 1.2, and 1.3)
3000 Community Services	
300 Community Services	
Administrative Costs **1003 (g) SIG**	
Administrative Costs	

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183-VI.B

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME Vashon (183)					COUNTY-DISTRICT-BUILDING CODE 115-115-183			
Year Two 2011-12	**6100** Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	2,070,754	139,768	0	0	0	0		2,210,522
1100 Instruction *1003 (g) SIG*	79,579	0	31,627	0	0	0		111,206
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	233,163	454,141	0	0	0	0		687,304
2100 Support Services - Pupils *1003 (g) SIG*	0	90,640	36,382	0	0	0		127,022
2200 Professional Development	4,492	0	0	0	0	0		4,492
2200 Professional Development *1003 (g) SIG*	12,629	0	1,029	0	0	0		13,658
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003 (g) SIG*	0	0	0	0	0	0		0
3000 Parent Involvement	0	0	0	0	0	0		0
3000 Parent Involvement *1003 (g) SIG*	0	0	0	0	0	0		0
Administrative Costs	0	0	1,127,316	0	62,076	0		1,189,392
Administrative Costs *1003 (g) SIG*	47,540	0	14,991	2,727	636	0		65,894
Program Costs Subtotal (Not including *1003 (g) SIG*)	2,308,409	593,909	1,127,316	0	62,076	0		4,091,710
***1003 (g) SIG* Subtotal**	139,748	90,640	84,029	2,727	636	0		317,780
Grand Total	2,448,157	684,549	1,211,345	2,727	62,712	0		4,409,490

NEW PAGE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME VASHON (183)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Coach	**66,950**
Teacher Extra Service Pay for Extended Day Instruction	**12,629**
Teacher Extra Service Pay for Professional Development	**12,629**
.091 – 1 FTE Asst Supt of Innovation	**12,727**
.091 – 4 FTE Turnaround/Accountability Specialist	**25,455**
.091 – 1 FTE Director	**7,636**
.091 – .34 FTE Specialist	**1,722**
6100 Subtotal	**$139,748**
6150: Non-Certificated Salaries	
2 – FTE Intervention Specialists	**51,500**
1 – FTE Attendance Monitor	**39,140**
6150 Subtotal	**$90,640**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**69,038**
Hourly Blended Benefits Rate (11%) Admin Benefits	**14,991**
6200 Subtotal	**$84,029**
6300: Purchased Services	
Admin Instructional Consultants	**2,727**
6300 Subtotal	**$2,727**
6400: Materials/Supplies	
Admin Professional development materials and supplies	**636**
6400 Subtotal	**$636**
6100-6400 Subtotal	**$317,780**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$317,780**

Section VII. Narrative

Vashon High School is a 9-12th comprehensive high school located in the Jeff Vander Lou Neighborhood in North St. Louis City. The high school opened in its original address at 3026 Laclede Avenue (the current location of Harris-Stowe State University) on September 6, 1927. In the early 1960's, the enrollment of Vashon had severely declined. The St. Louis Board of Education voted to relocate Vashon High School due to the cost of maintaining the location at the Laclede site.

At the beginning of the 1963-1964 school year, Vashon re-opened at 3405 Bell Avenue. The declining condition of the building on Bell Avenue prompted the community to petition for a new school to be erected. The ground breaking ceremony for the new Vashon School was held on May 3, 1999. On September 3, 2002, after fifteen years of struggle and waiting, Vashon High School opened in its third location at 3035 Cass Avenue. When the new facility opened, the enrollment increased to nearly twelve hundred students. In order to accommodate the growing number of students, the Vashon Ninth Grade Center was opened during the second semester of the 2005/2006 school year. However, the enrollment began to diminish, and the ninth grade staff and students returned to Vashon during the 2008/2009 school year. The current principal, Derrick Mitchell, is the sixth principal at the new location. He will be entering his second year as principal in the 2010/2011 school year.

Currently, the school enrolls 520 students of which 98% are African American. Twenty-six percent of the students are classified as special education; seventy-three percent of all students are eligible for free and reduced lunch.

Attendance

An Attendance Team comprised of the Data Processing Specialist, Parent/School/Community Specialist, Counselors, Social Workers, Intervention Specialists, and Assistant Principal was created to develop strategies and initiatives to increase the average daily attendance. At the end of the 2010/2011 school

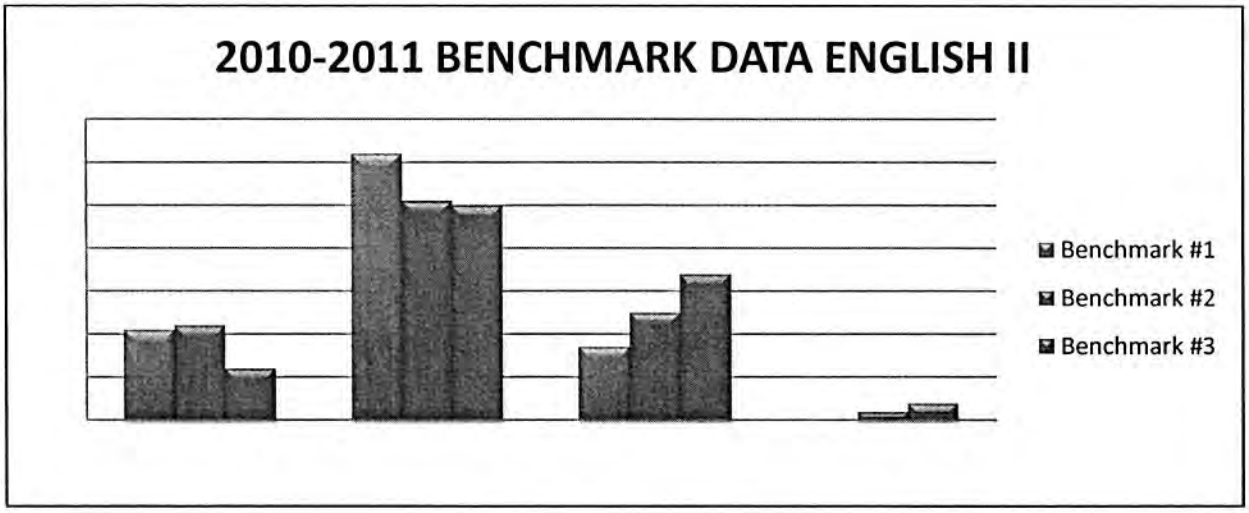
year, the average daily attendance was 91.38% which was an increase from 79.2% during the previous school year.

Academics

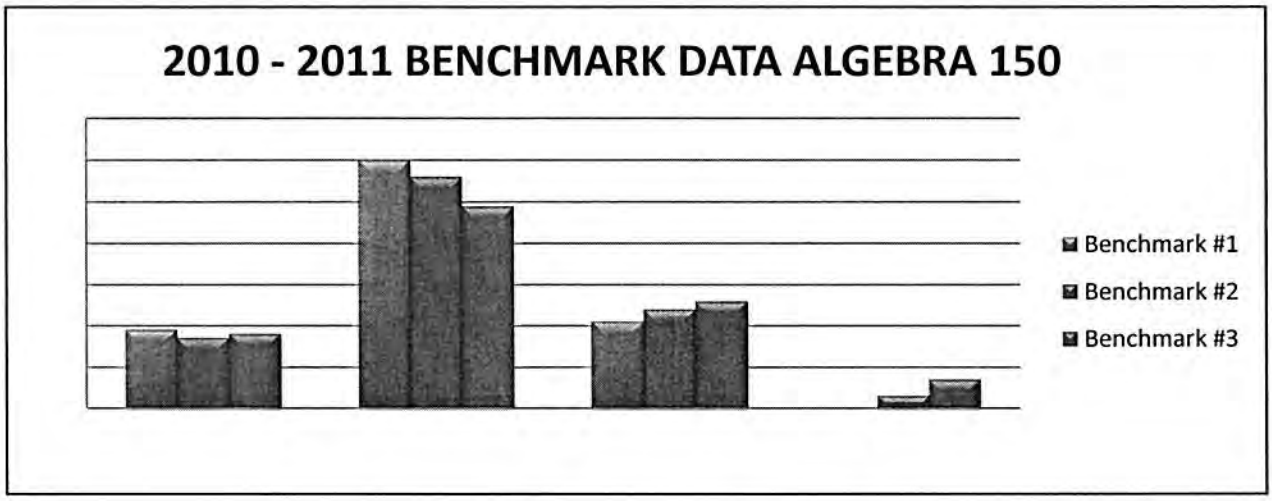
Vashon has shown an increase over the past three years in Communication Arts on the End of Course Examination. In 2010, 38% of students taking the test were proficient compared to 25% the previous year. Vashon made AYP in Communication Arts according to Safe Harbor Targets in 2010. Scores in Mathematics increased in 2009 to 15%, but decreased in 2010 to 8.2%. The Teaching and Learning Facilitators and Instruction Support Coordinators worked with teachers to improve the overall instruction in the classroom. Professional Learning Communities were created throughout all the discipline areas, and teachers worked on Power CLE's, and Marzano's strategies to improve student engagement in instruction.

Teachers in the End-of-Course Areas created 30 day plans of instruction to use before and after the EOC Test. Additionally, the Principal, TLF's and teachers conducted pull-out groups with students who were in End-of-Course Classes. During 2010/2011 school years, students showed steady improvement of the district's benchmark examinations.

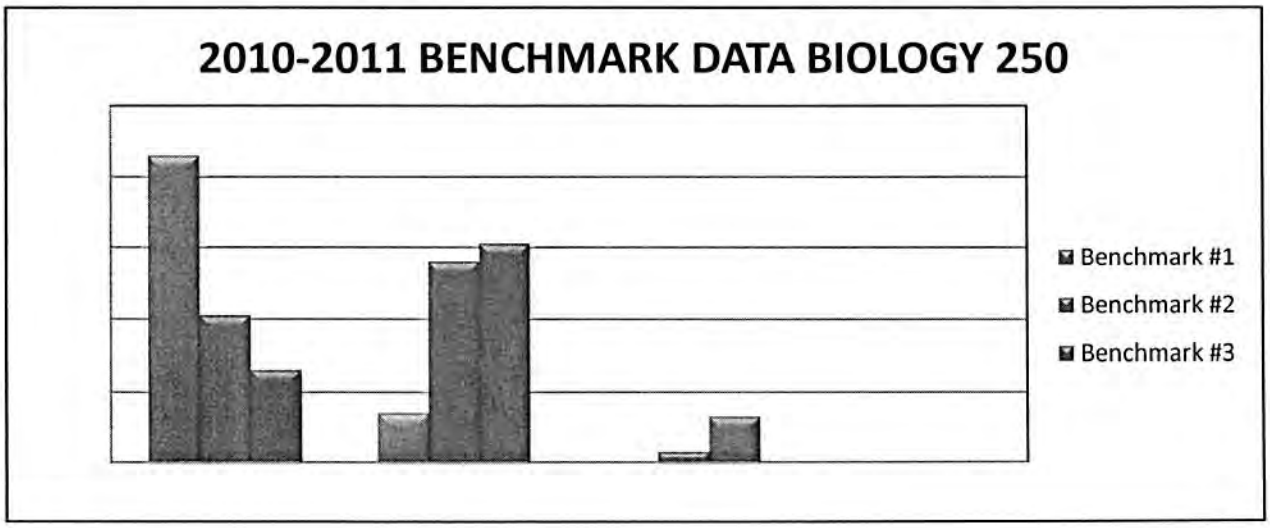
Communication Arts



Mathematics



Science



Section VII. A – Discussion of Year One

Accomplishments/Challenges:

During the 2010/2011 school year, Vashon showed significant improvement in attendance, a decrease in discipline from the previous school year, and gains in academics on the district's benchmark examinations. A "No Suspension Policy" was created for students who did not warrant ten day suspension. Due to this policy, the referrals for suspensions decreased from 1857 in 2009/2010 school year to 84 in 2010/2011school year. Additionally, students showed steady improvement on the district's benchmark assessments during the school year. The following chart shows the objectives for the 2010/2011 school year, and the progress made towards those objectives.

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.
Objective 1.1 : Implement the managed curriculum by the end of year one. **MET** **Actions for 2011/2012: Continue walk-through process, monitor instructional practices, provide instructional methods, and support teachers with the hiring of Teaching and Learning Facilitators.**
Objective 1.2: By the end of 2010/2011 school year, 45% of the sophomores successfully completing the English II courses will meet or exceed the annual proficiency rate targets measured by the EOC which will result in a score meeting Safe Harbor. **Scores Pending** Actions for 2011/2012: Professional Development was provided in February of this year related to strategies for improving student achievement on the EOC. Additional resources were purchased for the instructor: Promethean Board, additional instructional resources. Professional Development is scheduled for Instructional Strategies, Differentiated Instruction, and Response to Intervention.
Objective 1.3: By the end of 2010/2011 school year, 21% of the students successfully completing the Algebra 150 courses will meet or exceed the annual proficiency targets measured by the EOC which result in a score meeting Safe Harbor. **Scores Pending** Actions for 2011/2012: Professional Development was provided in February of this year related to

strategies for improving student achievement on the EOC. Additional resources were purchased for the instructor: Promethean Board, additional instructional resources. Professional Development is scheduled for Instructional Strategies, Differentiated Instruction, and Response to Intervention.
Objective 1.4: By the end of 2010/2011 school year, 175 of the students successfully completing the Biology courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor **Scores Pending** Actions for 2011/2012: Professional Development was provided in February of this year related to strategies for improving student achievement on the EOC. Additional resources were purchased for the instructor: Promethean Board, additional instructional resources. Professional Development is scheduled for Instructional Strategies, Differentiated Instruction, and Response to Intervention.
Objective: 1.5: By the end of the 2010/2011 school year, 10% of the students successfully completing American Government courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor. **Not Met – 4% proficiency for 2011** Actions for 2011/2012: A new teacher will be put in place for the course. Professional Development was provided in February of this year for related to strategies for improving student achievement on the EOC. Additional resources were purchased for the instructor: Promethean Board, additional instructional resources. Professional Development is scheduled for Instructional strategies, Differentiated Instruction, and Response to Intervention.
Objective 1.6: Increase the use of data as instructional tool over the three year period. **Improvement** Actions for 2011/2012: Provide Professional Development to teachers on how to use effective data to improve classroom instruction.
Objective 1.7: Implement a challenging and rigorous program that includes student centered instructional methods beginning in year one and ongoing. **Improvement** **Actions for 2011/2012- Continue with individualized instruction with pull-out groups based on Benchmark scores and teacher recommendation. Additionally, with Professional Development related to instructional strategies.**
Objective 1.8: Develop comprehensive, coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district's improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year one, and monitor in ensuring Years. **Improvement**

Actions for 2011/2012- Continue with professional development related to improving student achievement: Differentiated Instruction, Response to Intervention, Data Driven Instruction, and Marzano's Strategies.
Objective 1.9: By the end of the 2010/2011 school year, the average daily attendance will increase from 79% to 85%: **Met – Attendance increased from 79% to 90.3%** **Actions for 2011/2012 – Continue with the attendance team utilizing methods to improve student attendance.**
Objective 1.10: Decrease the number of dropouts by 25% annually over the next three years to reach a reduced dropout rate of no more than 3% (state target) in 2012/2013 school year. **Improvement – The Dropout rate has been decreasing. Two Check and Connect Counselors were hired to work specifically to decrease dropout rates and improve attendance.** **Actions for 2011/2012 – Continue working with the Check and Connect Counselors, and the Dropout Suspension Specialist that was hired by the District.**
Goal 2: Facilities, Support, and Instructional Resources Provide and Maintain appropriate instructional resources, support services, and functional and safe facilities.
Objective 2.1: Provide student support system to improve self esteem issues and to improve self confidence. **Improvement** **Actions for 2011/2012- Create a Character Education Program; create a Freshman Seminar Class, development school wide incentives for attendance, academics, and positive behavior. Continue to work with the Behavior Interventions to provide interventions in the classroom.**
Objective 2.2: Provide opportunities for extended day and extended year learning activities for all three years. **MET** **Actions for 2011/2012: Continue providing opportunities for after school credit recovery, tutoring, and Saturday School.**
Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out LEA (Local educational agency) District mission, goals, and objectives.
Objective 3.1: Remove Staff as mandated under the Turnaround guidelines. **MET – Fifty percent of staff was not retained at the start of the 2010/2011school year.**
Objective 3.2: Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year one.

Improvement **Actions for 2011/21012: Monitor and review teacher certifications at the school to ensure high quality, highly qualified teachers are in all in classroom. Recruit highly qualified teachers for vacancies in the building.**
Objective 3.3: Develop a teacher evaluation system that includes performance indicators for year one. **Improvement** **Actions for 2011/2012: The Principal and Assistant Principal will work with the Assistant Superintendent of SIG School, and SIG HR Designee to create a system for evaluations.**
Objective 3.4: Provide leadership support to the principal in the development of school leadership teams and Turnaround advice during the first year and determine if retention is warranted for year two. **MET** **Actions for 2011/2012: Continue to work with the Assistant Superintendent of SIG Schools utilizing effective strategies for school leadership.**
Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA District educational Programs.
Objective 4.1: Increase parent involvement as an ongoing priority. **Improvement** **Actions for 2011/2012: Continue to increase parental involvement in the school, develop a parent handbook, provide afterschool and evening opportunities for parents and communities, and create a Parent Resource Room.**
Objective 4.2: Increase meaningful community partnerships within the school. **MET** **Actions for 2011/2012: Continue working to build more community partnerships, and continue to work with existing community partners.**

Professional Development for 2010/2011

Date	Topic	Hours	Number of Staff Attending
August, 2010	Building PD	6	Entire Staff
December, 2010	Differentiating Instruction	4	2
February, 2011	EOC Strategies	6	7
January 23, 2011	Differentiating Instruction	5	37
February 26, 2011	Response to Intervention	5	42
March 26, 2011	Instructional Strategies	4	51
April, 2011	Instructional Strategies	4	45
May 21, 2011	Instructional Strategies	4	29

Section VII.B Year Two Timeline

LEA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.

	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time**	**Action**

	Frame	
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

Vashon 2011-12 timeline

Goal	Strategy	Timeline	Progress Toward Goal
Instruction/Professional Development	The Principal, Teaching and Learning Facilitators, and Instructional Coach will provide professional development to staff starting the first week of school and continuing throughout the school year. Additionally, staff members will receive professional development from contracted vendor. Professional Development will be focused on: Differentiated Instruction, Response to Intervention, Marzano's Strategies, Data Driven Instruction, and Depth of Knowledge (DOK). The Principal, Assistant Principal, Instructional Support Coordinators, and TFL's will conduct daily walk-throughs and provide timely feedback to improve classroom instruction.	**August 2011 – May 2012**	Principal, TLF's, and Instructional Coach will attend professional development on Differentiated Instruction, RTI, Marzano, and DOK.

Implement a Reading Lab	Have all 9th and 10th grade students tested using SRI during registration. Students who score more than three grade levels below will be placed in a Reading Intervention Class. The Reading Intervention Teacher will utilize resources in the Reading Lab to help improve the reading levels of students who are reading below grade level. The TLF will work with the Reading Intervention Teacher and Communication Arts Teachers providing modeling of reading strategies and coaching of effective instructional strategies.	**August 2011 – May 2012**	Recommendation for a new Reading Teacher will given to HR, 30 laptops computers and computer cart purchased, books and reading resources purchased, promethean board purchased, and reading program purchased. TLF and teachers will receive PD on reading strategies.
Implement a Math Lab	Test all ninth grade students entering Vashon during registration using the Renaissance Math Program. Students who test more than one grade level below in math will be placed in a double dose Renaissance Math Class. The Instructional Coach will work with the Algebra 150 teachers utilizing the math lab using the Renaissance Math Program. Additionally, using the different resources in the Math Lab to help improve the math levels of students. The TLF will provide coaching and modeling to help improve instruction.	**August 2011 – May 2012**	An Instructional Coach will hired to work with Math, 30 laptops and computers and computer cart was purchased, promethean board purchased, and calculators purchased for the lab. Additionally math resources will be purchased.
Parental Involvement	A Parent and Community Center will be set up in the building for parents and community members to work with Vashon Staff to create programs to better assist students and parents in the community.	**August 2011 – May 2012**	Three desktop computers were purchased, pamphlets on different parental issues related to parenting and education were purchased, and a room was identified for the Parent Center.

Response to Intervention (RTI)	The Intervention Specialist will continue to work with teachers using the RTI to improvement academics, decrease discipline issues, and improve attendance. Teachers will develop an Individual Academic Plan for students who are not being successful in the classroom due to academics, discipline, or attendance.	**August 2011 - 2012**	Two (FTE) Intervention Specialists will be hired to assist students and teachers.

Section VII.C. Discussion of School Year 2011/2012

During the 2010/2011 school year, Vashon High School was designated as a turnaround school because of its history of low performance. All certified staff had to reapply for their positions in the school, and a new principal and assistant principal were hired for the school year. After the interview process, fifty percent of the previous staff was rehired, and new staff members were hired for the open positions.

Four new positions were created from the SIG funds which included: two Instructional Support Coordinators and two Intervention Specialists. With the hiring of the four new staff members, Vashon had an opportunity to begin to implement the Response to Intervention Model (RTI). Students were given extra support to become successful in the classroom. Additionally, teachers received extra support in regards to effective instructional strategies and behavior intervention with students. Two Check and Connect Counselors were hired, and they worked with the Instructional Support Coordinators and the Intervention Specialists helping to improve attendance, decrease the dropout rate, and improve academics. The Intervention Specialists worked with the Principal and Assistant Principal, and there was a significant decrease in the number of out-of-school suspensions.

The Teaching and Learning Facilitators(TLF's) and Instructional Support Coordinators worked with teachers to improve instruction in the classroom. Additionally, they worked to strengthen the Professional Learning Communities in all of the disciplines. The TLF's presented professional

development on Differentiated Instruction, Response to Intervention, and Marzano's Strategies. The End-of-Course teachers received professional development on Test Taking Strategies for the EOC's. The Principal, TLF's, and teachers of EOC classes held pull sessions two times a week for Tier I and Tier II students. As a result on the small group interaction with students, significant gains were made on the Benchmark Assessments.

Vashon High School received Title I Funds in addition to funds from SIG; we were able to purchase sixty laptop computers for a Reading and Math Lab. We purchased leveled reading books, books on tape, and supplemental reading materials for the Reading Resource Teacher. Additionally, we were able to purchase seven Promethean Boards to be placed in the classrooms of EOC teachers to help improve instruction using technology. We used the funds from Title I and SIG for professional development with the staff, and we had five Saturdays of professional development with teachers. The funds also allowed the school to purchase six desktop computers for the Parent and Community Room, and we also purchased literature and pamphlets for the Parent Center.

Section VIII. D Staffing Changes

For the 2011/2012 school year, we have the following staffing changes:

- The elimination of the two Instructional Support Coordinators,
- Creation of one position of Instructional Coach.

The change was made in regards to the increase in Math scores under the leadership for Teaching and Learning Facilitator for Math.

MOSIG Monthly Progress Report—Running Record

District: St. Louis Public Schools **School:** Vashon High School

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? *How can we keep it going	Who's responsible for task
Date of Entry	SIG Objective	Specific Target	Actions/Strategies	Evidence/Measures	No Improvement	Improvement	* Met	Next Steps	
10/24/10	**Objective 1:**	By the end of the 2010/2011 school year, 45% of the students successfully completing the English II Course will meet or exceed the annual proficiency targets measured by the End of Course (EOC) which will result in a score meeting Safe Harbor.	Test all sophomores students enrolled in English II using the Scholastic Reading Inventory, Gates Reading Test, and Basic Reading Inventory. Hire a Reading Intervention Teacher. Create two Reading Intervention Courses for students who are three levels or more below grade level. Create two advanced English II Courses for students who at or above grade level. Utilize the Academic Intervention Plan based on the Response to Intervention (RTI) model to improve student Academic Achievement. Use a tiered instruction model for Enrichment, Target, and Intervention Students. Provide Professional Development for teachers on Socratic Seminars, Depth of Knowledge, Effective Teaching Strategies, Using Standards and Data to Drive Instruction, Differentiated Instruction, and Using Scoring Guides. Provide extended learning opportunities for students in the area of Communication Arts. Students will be given opportunities for enrichment in After School tutoring programs.	Scholastic Reading Inventory (SRI) Basic Reading Inventory (BRI) Benchmark Assessments Teacher-made Assessments Grade in Course		X		Continue to monitor the progress of students enrolled in English II courses using the SRI. Using information from the Benchmark data, teach the Power Standards that will help move students to Proficiency. Provide professional development on effective teaching strategies to improve instruction and increase scores on the End of Course Test. Provide resources to teachers to improve the overall instruction within the classroom. Administrators and Teaching Learning Facilitators will continue to conduct observations and walk-throughs to help improve instruction.	**Teachers** Ashley Ball – 10th Grade English II Holly Hick – CWC Mindy Zacharjasz – Reading Intervention Teacher Anna Gardner-Andrews – English Department Chair **Teaching and Learning Facilitators** June Berry Juanita Chambers Brenda Smith **Administration** Derrick Mitchell-Principal James Nesbitt-Assistant Principal Michael Tripplett-Assistant Principal

12/10/10	Comments: Comments: Currently our target for AYP is 45% in Communication Arts. The second Benchmark Assessment proficiency rate for Communication Arts was 25.29% for the English Department which is a four percent increase from Benchmark I. English II students tested proficiency rate was 22% which is a four percent increase from Benchmark I. Currently, we have a total of 32 students that have been proficient on either Benchmark I or II.								
2/26/11	The 10th grade students (World Literature) completed a second round of testing on SRI. About 50% of the students tested showed an increase on the second benchmark exam. Additionally, of the 110 students tested on the second round of SRI, 62 students were reading on grade level.								
2/26/11	Pull-out have started for the World Literature Class for End-of-Course, there are currently 50 students in four different pull-out sections for enrichment.								
2/26/11	School-wide professional development was held for the entire staff. Teachers watched video clips of fellow teachers, and gave constructive feedback for improvement. Additionally, professional development was given for Differentiated Instruction.								
3/30/11	The third Benchmark Examination was given during the month of March, Communication Arts (World Literature) scores increased to 33.93% which was a 12% increase from Benchmark II. Additionally, the second round of SRI Testing was completed for the school, 66% of the students tested showed an increase in their SRI reading scores. Pull-out groups for English II, Algebra 150, and Biology continue to be successful with the students. Currently, about 65% of the EOC students are receiving pull-out interventions.								

10/24/10	**Objective 2:**	By the end of 2010/2011 school year, 15% of students successfully completing the Algebra 150 course will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor.	A Renaissance Math Teacher will be hired to teach double dose math to 9th grade students who are below grade level in math. All freshman students will be tested during the first two weeks of school using the End of Course Released Item Test and a Math Diagnostic Test. Create four sections of a freshman level Algebra 150 double dose course focused on improving the algebra skills of all students taking the Algebra 150 End of Course Examination. Create a Study Skills class for students whose math levels were below 30% on the Diagnostic Test. Use the Renaissance Math Program to help improve student achievement in Algebra 150. Utilize the Academic Intervention Plan based on the Response to Intervention (RTI) model to improve student Academic Achievement. Use a tiered instruction model for Enrichment, Target, and Intervention Students. Provide Professional Development for teachers on Socratic Seminars, Depth of Knowledge, Effective Teaching Strategies, Using Standards and Data to Drive Instruction, Differentiated Instruction, and Using Scoring Guides Provide extended learning opportunities for students in the area of Algebra 1	Renaissance Math Diagnostic Tests Benchmark Assessments Teacher-Made Assessments Grade in Course		X		Continue to monitor the progress of students enrolled in Algebra 150 using the Renaissance Program. Using the information from the Benchmark data, teacher the Power Standards that will help move students to Proficiency. Provide professional development on effective teaching strategies to improve instruction and increase scores on the End of Course Test. Provide resources to teachers to improve the overall instruction within the classroom. Administrators and Teaching Learning Facilitators will continue to conduct observations and walk-throughs to help improve instruction.	**Teachers** Nancy Briggs – Algebra 150 Brian Kesten – CWC – Algebra 150 **Teaching and Learning Facilitators** June Berry Juanita Chambers Brenda Smith Instructional Support Coordinator Maggie-Hourd Bryant **Administration** Derrick Mitchell, Principal James Nesbitt, Assistant Principal Michael Triplett, Assistant Principal
	Comments: Currently our target for AYP is 15% in Algebra 150. The second Benchmark Assessment proficiency rate for Algebra 150 was 25.30% which is an increase of three percent from test one. The Benchmark exam is a summative examination for the entire year. Teachers used the data from the Item and Standard Analysis to teach the Power Standards to move more students to proficiency.								
2/26/11	Pull-out groups have started for the Algebra 150 classroom. There are currently three pull-out groups for the Algebra 150 Classroom. Renaissance testing for the entire 9th grade class was completed, there was a decrease in the scores because the students did not use calculators on the test.								
2/26/11	School-wide professional development was held for the entire staff. Teachers watched video clips of fellow teachers, and gave constructive feedback for improvement. Additionally, professional development was given for Differentiated Instruction.								

3/30/11	Students taking Benchmark III in Algebra 150 showed an increase of five percent. The average number of students who were proficient or advanced rose from 25.30% on test two to 20.48% on test three. Pull-outs and afterschool tutoring sessions are being held with the Algebra 150 students.								
11/22/10	**Objective 3:**	By the end of the 2010/2011 school year, the average daily attendance will increase from 79% to 85%.	Hire an Attendance Specialist. Monitor the attendance of students. Make sure teachers are marking attendance during the first ten minutes of class. Use automated phone system to alert parents when students are missing class or school. The Attendance team is comprised of the Attendance Specialist, Data Processing Specialist, Counselor and Assistant Principal meet once a week to discuss attendance strategies.			X		Continue to monitor the attendance of students. Continue to use the automated phone system to alert parents when students are missing class or school. Refer students 16.5 years or younger with attendance issues to the social worker. Create attendance challenges for students and staff. The four grade levels will compete for best attendance; additionally, the males and females will compete for best attendance. Provide incentives for students who have 90% or higher attendance. • Free Dress Down Day • Eat in the Student Lounge Post students who have 90% or higher attendance in the rotunda.	**Attendance Team Members** **Assistant Principal** James Nesbitt **Parent/School Community Support Specialist** Brennen Spain **Data Processing Specialist** Keith Lyles **Social Worker** Quensha Ramsey **Counselors** Rasheda Harris Kynedra Ogunnaike
	Comments: Vashon's Average Daily Attendance (ADA) has increased from 79% at the end of 2009/2010 school year to 90.3 percent currently. Of the 515 students currently enrolled, 316 have attendance that is 90% or higher.								
1/28/11	Two Check and Connect Social Workers were hired to help decrease the drop-out rate for Vashon High School. The Check and Connect Social Workers work with students and families to help students remain consistent in coming to class.								

3/30/11	The Attendance Rate for the month of March was 88.4%, which was a two percent decrease from the month of February.								
12/10/10	Objective 4	Identify at risk students and provide additional support services.	Teachers will submit Individual Academic Plans (IAP's) for students who have D's or F's in the classroom. Develop a process for the implementation of Response to Intervention across all disciplines. Create a care team of staff members to assist students who have academics deficiencies in the classroom. The care team will consist of the Instructional Support Specialist, Counselor, Social Worker, TLF's, Teachers, Discipline Team, and Attendance Monitor. Provide intervention support to students who are having issues in regards to behavior, attendance and academics.			X		Instructional Support Personnel will continue to monitor and provide interventions for students who are failing in class. Monitor classroom instruction and management. Research professional development opportunities for growth in classroom instruction.	**Instructional Support Specialist** Maggie Hourd-Bryant Teachers **Intervention Specialists** William Tolen Darion Benford
	Comments: There has been a decrease in the number of 10 day suspensions since the start of the 2010/2011 school year. August: 22 expulsions, September 38 expulsions, October 27 expulsions, November 10 expulsions, and December 9, January 7, and February 5 expulsions.								
2/26/11	Currently there are three ISS Rooms, two long term rooms and one short term room for suspensions. With the institution of the ISS Rooms, there have been a total of 1880 hours captured for student attendance.								
3/30/11	A "Work Party" was held on a Saturday, and all students who were missing work in their classrooms were invited to come to the school to do make-up assignments. More than 150 students showed up to take part in this activity.								