

STUDENT AND STAKEHOLDER FOCUS

- Staff, students, parents and administrators reviewed our ineligibility data, disaggregated by subgroup.
- Our Spring 09 ineligibility rate for all students was 7%. There are a few groups that are disproportionately represented: freshman increased their rate from .4% first marking period to 6.7% by the fourth. Seniors have the highest rates, peaking at 12% by the fourth marking period. Our African American students ineligibility rate was 21.1%, Hispanic students were 12.4%, ESOL students were 12.0%, IEP students were at 15.2%, and 504 students at 12.5%.
- We will review our progress on improving our ineligibility rates quarterly with student, teacher and parent stakeholders.

LEADERSHIP

- The mission of Walt Whitman High School is to prepare our students for the *rigorous* demands of the academic and work worlds so that they may reach their potential as *self-directed, creative, and socially responsible* individuals. This mission will be accomplished through *excellence in teaching and learning*, made stronger through *active partnerships* with parents and the community.
- Our improvement goals will be shared on the school website, during faculty meetings, and during parent meetings.
- Our SIP team will meet quarterly to assess to progress and determine next steps on our school improvement goals.

ORGANIZATIONAL PERFORMANCE RESULTS

See attached

STRATEGIC PLANNING

- Reduce our overall student ineligibility rate from 7% to 4% or lower by increasing the performance of our at risk students. A special emphasis will be placed on student groups farthest from the target, specifically ninth graders, twelfth graders, African- American, Hispanic, ESOL, 504 and special education students.

HUMAN RESOURCES

- Teachers will be trained by the staff development teacher on Edline use for posting assignments and as a communication tool with parents and students.
- During IRA sessions, the staff development teacher will share best practices on forming and sustaining a PLC. Teachers will contribute their own expertise to this process.
- During IRA sessions, staff will be trained on how to analyze summative assessment data for use in informing their instruction.

PROCESS MANAGEMENT

- The leadership team will establish PLCs for the 2009-10 school year.
- Teachers in the PLCs will establish their own guidelines and procedures for their PLC. They will meet regularly to ensure the team is working collaboratively for the success of all students. They will use information from their common summative assessments to inform the next steps in instruction. The PLCs will share their work at department meetings.
- The leadership team will monitor the effectiveness of the PLC and its impact on student achievement by reviewing interim and quarterly grade data. The ineligibility rate will be compared to the 2008-09 rates to measure the impact of the PLCs on student achievement.
- The administration will monitor the use of Edline to share student progress in a timely manner as well as the posting of assignments.
- An HSA monitoring team will meet regularly to assess the progress of students enrolled in an HSA course and support, as needed, for those students.
- The SIP team will meet quarterly to review the progress of team on the action steps toward reducing our ineligibility rate.
- The staff development team will assess the effectiveness of teacher training through staff survey responses.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Use of data warehouse to track ineligibility rates and the students who are ineligible.
- Principal Viewer to access interim data for students in danger of falling below a 2.0.
- Teacher and county generated summative assessments to measure student progress in mastery of content.
- Teacher use of Edline to communicate with students and parents.