

Nathan Hale News



of families, alumni, staff and friends. A publication of the Nathan Hale High School Foundation.

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Fall Events Spark Nathan Hale Community November: Fall Reception Celebrates Northfield and Case

What a Night! Even before the evening began, we knew it would be a gala. We were celebrating Joan Northfield and Gary Case. These two great Nathan Hale teachers have served our school for a combined 73 years. Then there was the beautiful setting at Sand Point Country Club, a sparkling jewel overlooking Lake Washington. Finally, the underlying reasons for the event that brought us all together: a celebration of the Nathan Hale community of family, alumni, staff and friends; and raising funds for books and other classroom needs.

Our largest crowd ever, nearly 200 guests, started arriving at 7 o'clock and began to peruse the silent auction, artfully put together by the team led by Pam Generaux ('67). All of the over 50 items would find wonderful homes when the hour was out. We could see your generosity making possible those copies of "Joy Luck Club", Math "Punchline" books, 110 World Atlases,



73 years of service to Nathan Hale

a Nystrom World History map and many other titles for Nathan Hale classrooms.

The celebration of Joan and Gary's combined tenure, introduced by Eric Benson, brought many laughs and heartfelt appreciation to this incredible duo. If you missed Joan's Nordstrom story, ask someone who was there. Many staff, both former and current, joined in the festivities. The fund-a-book auction followed where, like a public radio event, we ask our guests to donate from the heart directly to the school book fund.

Mick Fleming ('67) and Roseanna Seegers ('72) kept things moving and there was another incredibly generous response from our guests.

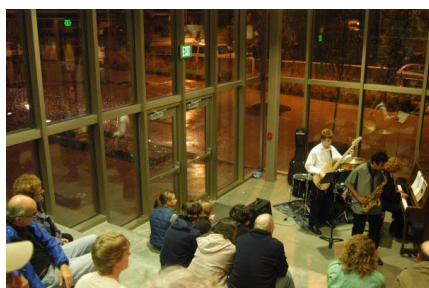
The evening ended with a rapid auction of wine varieties that guests had enjoyed sampling. Led by Mick Fleming and Becky Roe ('69), wines from five countries and Washington were available. Every penny from the silent and fund-a-book auctions will be used

to purchase book/equipment items compiled from teachers' requests. The net thus far is \$14,100, a truly incredible amount made possible by your generosity.

Thank you to our many guests and donors, as well as Tiery Russian ('66) Dan Kaylor, Flo Lindstrom, Joan and the incredible team who worked so hard to make this evening special and successful. Be sure and put this event on your calendar for next year - the Nathan Hale Fall Reception, 2006.

October: Performing Arts Celebration

October 1, 2005, "It was such a fabulous day!" "We were thrilled to be able to perform in this great space!" "I can't believe how nice it was to watch a performance in the foyer!" "I thought I would just come for a little while at the beginning, but I stayed all day. I just didn't want to leave!" These are some



Jammin in the west forum

of the comments we have heard in the days after the festival.

The event featured Nathan Hale student groups and many outside performers who volunteered to support the Festival by sharing their talents. It brought in a large and appreciative audience, including current and past Hale staff and families, neighbors, members of the original planning team for the PAC, Eric Benson, and Superintendent Raj Manhas and current and past School Board members. Yes, all of us who have contributed to the festival in some way can be very proud: the festival was a tremendous success.

The day was filled from 1:00-10:00pm with wonderful performances and amazing generosity, raising a net total of \$8,255 for the PAC. Many thanks to all of you who have contributed your time,

talents, or money!

Check out the festival website www.nathanhale.org/festival for some images of the event and information on how to donate to the PAC - it's never too late to give!

Text and photos by Gabi McCarthy, Festival Coordinator



Enjoying art in the foyer

INSIDE: State of the School ■ NOWHERE MEN in the PAC



During this natural time of goal-setting and reflection it follows that there should be a “State of Nathan Hale” for our current students, their families, our alumni, and community members. [Ed. note: following is an excerpt. Find full text at nathanhale.org]

High schools students face a highly technical future that will not allow secondary education to continue in the vein of single-subject focus of knowledge acquisition with teachers delivering the information and providing little opportunity for students to engage each other. Education must allow students to integrate information, critically think and reflect upon it, and provide them with the skills to engage. At Nathan Hale we bridge the “gap” by focusing upon relationships that provide all students access to rigorous, authentic curriculum that is relevant to their current experiences and preparing them for futures we can only imagine.

To support that access we remain committed to in-depth study in non-tracked Small Learning Communities (SLC) in spite of budgetary challenges. We are implementing these at all four grade levels with the 9th grade Academies in their seventh year, housing about 95 students each with integrated skill development delivered through the language arts, social studies, physical science, and health curriculum. At the 10th grade, the team integrates projects and curriculum in language arts, social studies, and the sciences. The 11th and 12th grade team embarks on a two-year integrated curriculum in language arts and social studies that will have teachers “looping” with their students, meaning that those teachers will have the same teacher in those subjects for two years. Further, mentorship is adjusted into two, two-year loops. For example, the teachers who had a 9th-grade mentorship last year stayed with those students for their 10th grade year; then as those students move to the 11th grade and a new two-year loop, the teachers will become 9th grade mentors, beginning the process again. At each grade level, the goal is to allow for

Note from the Principal - State of the School, Jan. 06

developed student-teacher relationships to accommodate and take advantage of the wide range of skills, knowledge, and experiences students bring to class.

Our reforming of the high school experience has come under tremendous pressure over the last three years as our building budget has been cut by more than \$600,000. Further, as the district faces financial concerns, our size and facility capacity rise to the forefront as issues even as we continue to educate many about the connection between our students’ successes and our SLCs (see our Annual Report at seattleschools.org for statistics). As we are in the third year of our grant from the Department of Education for developing SLCs, we focus on becoming more effective with the limited amount of time, money, and resources provided. Some highlights of our pursuits are as follows: Adopting the Interactive Math Program (IMP), which provides students more opportunity to learn a greater amount of math and math skills than a traditional or integrated approach. Similar inquiry-based learning was also adopted in science to provide opportunities for students to do “real” science: establishing a hypothesis, testing it, analyzing the results, and applying it; Increasing the effective use of technology such as: receiving cameras and projectors in every classroom using levy money; moving the website to a new server in order to provide greater access to and use by students; being a pilot program for the Digital Learning Commons last year as a source of academic support from multi-media services to credit retrieval; being a pilot program for the source and the use of electronic progress reports. Requesting twenty late-start Tuesdays that allow for teacher collaboration that is critical for the success of integrated and authentic curriculum. These days provide for 40 hours of time for teachers to work on our building focus of integration and differentiation of curriculum in order to meet the needs of students. This time is down from over 150 hours per year that 50% of the staff experienced prior to the 2004-2005 school year that allowed for development of the exceptional program for which Nathan Hale is known. Leading the district in the use of Metro busing that allowed a response to research stating a later start for adolescents increases academic effectiveness. Also, students may remain after school to receive help from teachers rather than rushing for a yellow bus. The largest extra-curricular program in the district that allows for over 500 participants. Working with parents through the Achieving Family Friendly

Schools system to improve our communication and interactions with parents. Developed from a community engagement night held approximately one year ago, this has led to: ongoing partnerships and conversations around the need for systemic and sustainable management of our Performing Arts Center and other portions of the facility; ongoing partnerships with parents and community members who advocate on our behalf with the district, who raise funds to close budget gaps allowing us to maintain staff, and who work with our students in internships, on their senior projects, or other studies; acknowledgment that our commitment to parent engagement is strong and that we still have work to do to improve our communication systems, and family access to the school.

With the work that this staff and learning community has done and continues to do on behalf of students, we are well-placed for our commitment to effective and authentic education. I encourage you to read the preliminary report from the Superintendent’s Advisory Committee, CACIEE, available at seattleschools.org. Watch for the final recommendations in February. They recommend many steps we do as a matter of course at Nathan Hale and provide us with a warning about how our reform efforts and effective student achievement in SLCs may be affected in the coming years in the Seattle Public Schools. In this era of challenges to student achievement from budget and resource constraints, unfunded mandates from the federal and state governments, increased pressures upon students and their families to meet skill and learning targets for graduation, etc. in no way can we state that our work is complete. We look forward to working together to ensure that all students become honorable, thinking, skillful citizens.

- Lisa Hechtman, Principal

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