



LAKE STEVENS HIGH SCHOOL

2012-2013

School Improvement Plan

HSPE (WASL) DATA

Year	READING		WRITING		MATH		SCIENCE	
	School	State	School	State	School	State	School	State
	10th	10th	10th	10th	10th	10TH	10th	10TH
2011-2012	86.0%	81.3%	92.0%	85.4%	EOC	EOC	EOC 78.2%	EOC 64.3%
2010-2011	89.5%	82.3%	94.8%	86.0%	EOC	EOC	59.8%	49.7%
2009-2010	88.0%	78.8%	95.0%	85.9%	49.3%	41.6%	52.7%	44.7%
2008-2009	89.1%	81.2%	92.1%	86.7%	49.5%	45.4%	43.4%	38.8%
2007-2008	90.1%	81.8%	90.5%	86.8%	54.4%	49.6%	37.4%	40.0%
2006-2007	87.0%	80.8%	90.0%	83.9%	51.7%	50.4%	33.9%	36.4%
2005-2006	86.1%	82.0%	85.1%	79.8%	52.0%	51.0%	42.2%	35.0%

Year	EOC 1 (Algebra)		EOC 2 (Geometry)	
	School	State	School	State
2011-2012	77.9%	71.7%	75.2%	79.1%
2010-2011	80.2%	61.8%	72.9%	66.4%

ADDITIONAL DATA

Cohort Data – Lake Stevens High School

READING	2010	2011	2012	MATH	2010	2011	2012
6th Grade District	65.7	72	69.5	6th Grade	61.3	70.3	75.7
7th Grade District	64.4	62.5	72.6	7th Grade	67.5	69.5	71
Cavelero 8th Grade	61	65.7	67.8	8th Grade	48.2	58.1	64.9
LSHS 10th Grade	89.3	89.9	86				

Cohort Data - State

READING	2010	2011	2012	MATH	2010	2011	2012
State 6th Grade	64.6	70.6	70.6	State 6th Grade	51.9	58.8	61.4
State 7th Grade	63.4	56.5	71.2	State 7th Grade	55.3	57	59.1
State 8th Grade	69.4	68.7	67.2	State 8th Grade	51.6	50.4	55.4
State 10th Grade	78.9	82.6	81.1				

For Annual Measurable Objectives (AMO) see appendix.

FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: READING

STUDENT ACHIEVEMENT/PROFICIENCY GOAL (as measured by MSP/HSPE):

90.6% of LSHS students will meet proficiency in the area of reading as measured by Annual Measurable Objectives

LEARNING CENTERED PROBLEM:

14% of LSHS students did not meet proficiency in the area of reading as measured by the HSPE

SPRING 2013 ASSESSMENT RESULTS:

Lake Stevens High School School Improvement Plan 2012-2013

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation and Student Performance)	Results
1	<p>Tier 1/2 Remediation – To increase student achievement and close the achievement gap through reading remediation.</p> <ul style="list-style-type: none"> • Assess students, using a combination of MSP data, the previous English grades and Gates MacGinitie (Vocabulary and Reading Comprehension) prior to being placed in general education English classes at LSHS and remediate students who are behind two grade levels or more in reading. • Administer test in English classes to 9th grade students in the spring. Use formula to determine lowest scoring students. 	<ol style="list-style-type: none"> 1) Screening of students prior to placement at LSHS will increase the proper identification of skill gaps and the ability of staff to address these gaps through instruction and curriculum. 2) Implementation of remedial strategies and a targeted curriculum will improve student learning. 	<ol style="list-style-type: none"> 1) Data driven placement of students in classes validated through screenings and performance. 2) Identification of skill-gaps through valid assessments measured in screening, targeted instructional strategies and reassessment to show two years of Lexile gain. 3) Increase pass rates on HSPE in this population 	

FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: WRITING

STUDENT ACHIEVEMENT/PROFICIENCY GOAL (as measured by MSP/HSPE):

100% of LSHS students will meet proficiency in the area of writing as measured by the HSPE.

LEARNING CENTERED PROBLEM:

8% of LSHS students did not meet the proficiency goal in the area of writing as measured by the HSPE.

SPRING 2012 ASSESSMENT RESULTS:

Lake Stevens High School School Improvement Plan 2012-2013

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation and Student Performance)	Results
1	<p>Building-wide implementation of secondary writing plan.</p> <p>Establish a communication plan with administrators, department chairs and staff.</p> <p>Implement secondary writing plan first semester across departments emphasizing Claim-Support-Explain CCSS vocabulary and an expository prompt with teachers.</p> <p>Transition second-semester to an argumentative writing prompt.</p>	<p>Students who are engaged in their writing (Claim, Support, Explain) are able to draw details from what they read and are able to write about their understandings logically.</p> <p>A two semester implementation supports the transition from HSPE testing to Smarter Balanced assessment for both staff and students.</p>	<p>Teachers will use Claim, Support, Explain vocabulary in their classroom during writing instruction.</p> <p>Writing scores will increase</p>	

FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: MATHEMATICS

STUDENT ACHIEVEMENT/PROFICIENCY GOAL (as measured by MSP/HSPE/EOC):

82.4% of LSHS students will meet proficiency in the area of mathematics as measured by Annual Measurable Objectives

LEARNING CENTERED PROBLEM:

*19.8% of LSHS students did not meet proficiency in the EOC 1 (algebra)
27.1% of LSHS students did not meet proficiency in the EOC 2 (geometry)*

SPRING 2012 ASSESSMENT RESULTS:

Lake Stevens High School School Improvement Plan 2012-2013

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation and Student Performance)	Results
1	<p>Summary: Transition from Washington State academic standards to Common Core State Standards.</p> <p>Alignment and articulation of Algebra and Geometry curriculum to Common Core State Standards.</p>	<p>In order for our teachers to be able to assist students in meeting the new standards we will need to be able to teach the new standards in our curriculum.</p>	<p>Pacing and content guides will be developed.</p> <p>Standards maps will have to be articulated.</p>	
2	<p>Modify and update benchmark assessments to Smarter Balanced assessment standards.</p>	<p>Students who are assessed at the right standards and cognitive complexity have a better chance of success when taking the new Smarter Balanced Assessment.</p>	<p>New assessments will be written</p> <p>Cognitive complexity will have to be evaluated across Algebra and Geometry curriculum.</p>	

FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: SCIENCE

STUDENT ACHIEVEMENT/PROFICIENCY GOAL (as measured by MSP/HSPE/EOC):

82.5% of LSHS students will meet proficiency in the area of Science (Biology) as measured by EOC.

LEARNING CENTERED PROBLEM:

21.8% of LSHS students did not meet proficiency in the area of Science (Biology) as measured by the EOC.

SPRING 2012 ASSESSMENT RESULTS:

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Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation and Student Performance)	Results
1	Use uniform vocabulary instructionally when dealing with systems, application and cell strands.	Horizontal alignment of vocabulary will improve the ability of students to apply learning on state and national assessments.	Improved performance on EOC	

DEVELOPING EXCELLENCE IN STAFF

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

Staff Professional Development Goal(s):

Staff will be able to implement the Danielson Instructional Framework in their curricular area.

Action Step	Specific Activities/Strategies to Reach Target Goal	Rationale	Evidence of Effectiveness	Results
1	Begin summer professional development for administrative staff	Teachers of teachers need to know material at a mastery level to have credibility in sharing of content.	Application of concepts in a small group and large group setting. Formative feedback from staff meetings and administrative meetings.	
2	Use early release days to introduce, study, model and implement Charlotte Danielson's Framework of Instruction.	Early release days provide time for collaboration and introduction of this material in a small group, large group and departmental format.	Formal and informal observation of instructors	

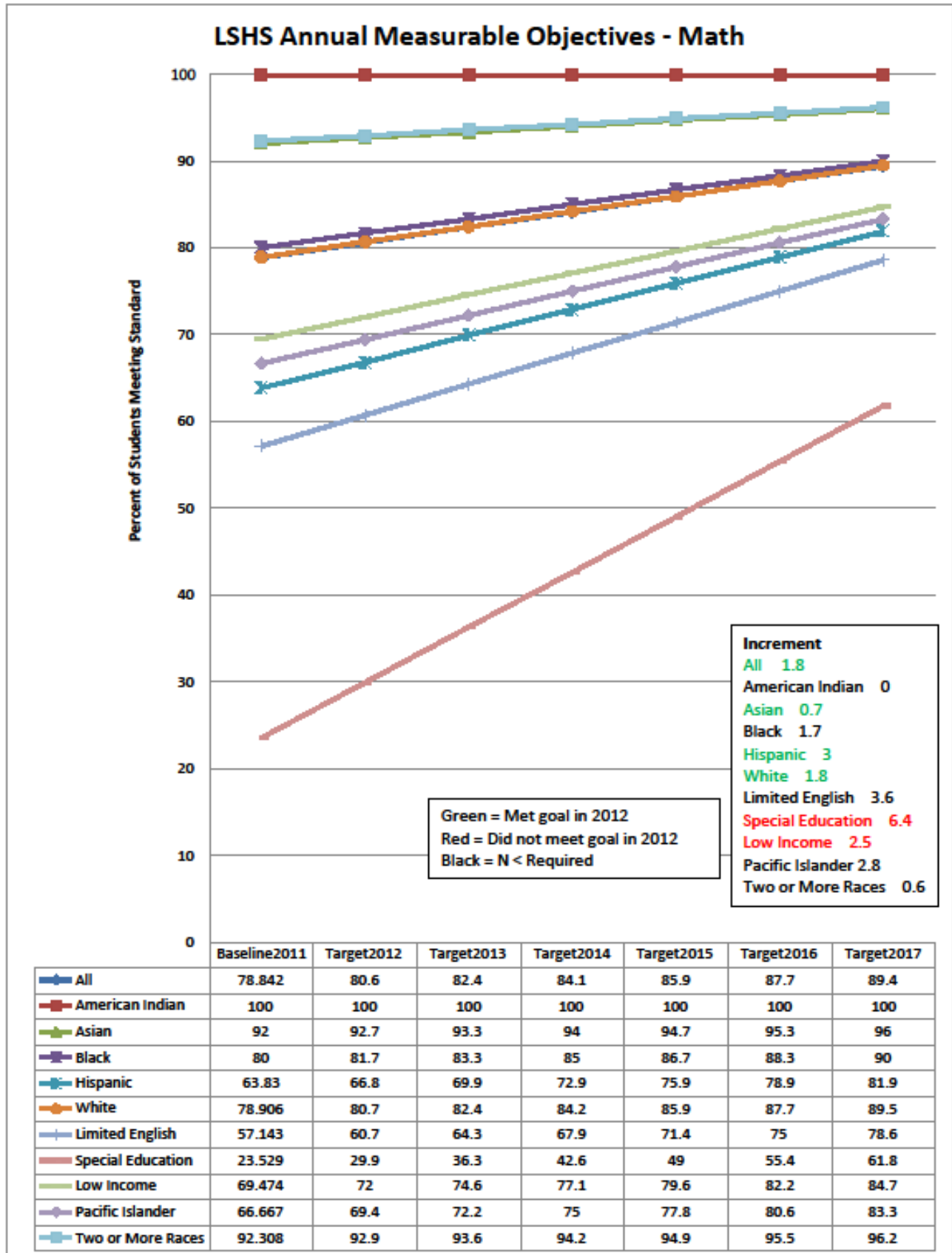
DEVELOPING PARENT AND COMMUNITY PARTNERSHIPS
ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

Parent Partnership Goal(s):

Provide bilingual leadership opportunities for Hispanic students at LSHS.

Action Step	Specific Activities/Strategies to Reach Target Goal	Rationale	Evidence of Effectiveness	Results
1	Send 9 students to La Cima Bilingual Leadership Camp.	Students who affirm their self-worth and their bilingual assets are more likely to develop as school and community leaders and continue their education.	All students who were invited attend and agree to lead the middle level version of the same program: La Chispa.	

Appendix A.-Annual Measurable Objectives:



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