



LAKE STEVENS HIGH SCHOOL

2011-2012

School Improvement Plan

2011 - 2012 School Improvement Plan Summary

FOCUS ON LEARNING:

Lake Stevens High School will continue to focus our goals in the four core areas of reading, writing, math (algebra & geometry) and science in 2011 – 2012. In the areas of reading and writing we are faced with the challenge of closing the achievement gap through the implementation of supplemental and remedial strategies. Through the development of a preHSPE exam teachers will collect data, identify gaps in instruction and make adjustments to their curriculum based on that data. Additionally, assistance for struggling ELL students and non-identified learning disabled students will be researched, data collected and compiled and strategies implemented to support these populations. In the areas of math and science we will continue to address the achievement gap through aligning, articulating and assessing our curriculum against the state standards. This approach will ensure that our curricular modifications will support students in reaching state standards and graduation requirements. We are curious how algebra scores will be impacted due to fewer upper level students taking the EOC make-up test, as a result of the new EOC approach.

DEVELOPING EXCELLENCE IN STAFF:

In 2011 – 2012 our staff will undergo a year-long process laying the foundation for departments to utilize data to formulate departmental action plans to be implemented next school year. The intention of this data process is to use multiple data sources, identify instructional strategies to target learner problems and develop an action plan to assess and reflect on progress.

DEVELOPING PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY:

In previous years the counseling staff has developed senior graduation plans in a group setting. In 2011 – 2012 all Lake Stevens High School seniors will have individual meetings with their counselors to develop graduation plans and thirteenth year plans as necessary. The intention of this approach is a more personalized and supportive relationship with the student and their families with the goal of having more students college and career ready.

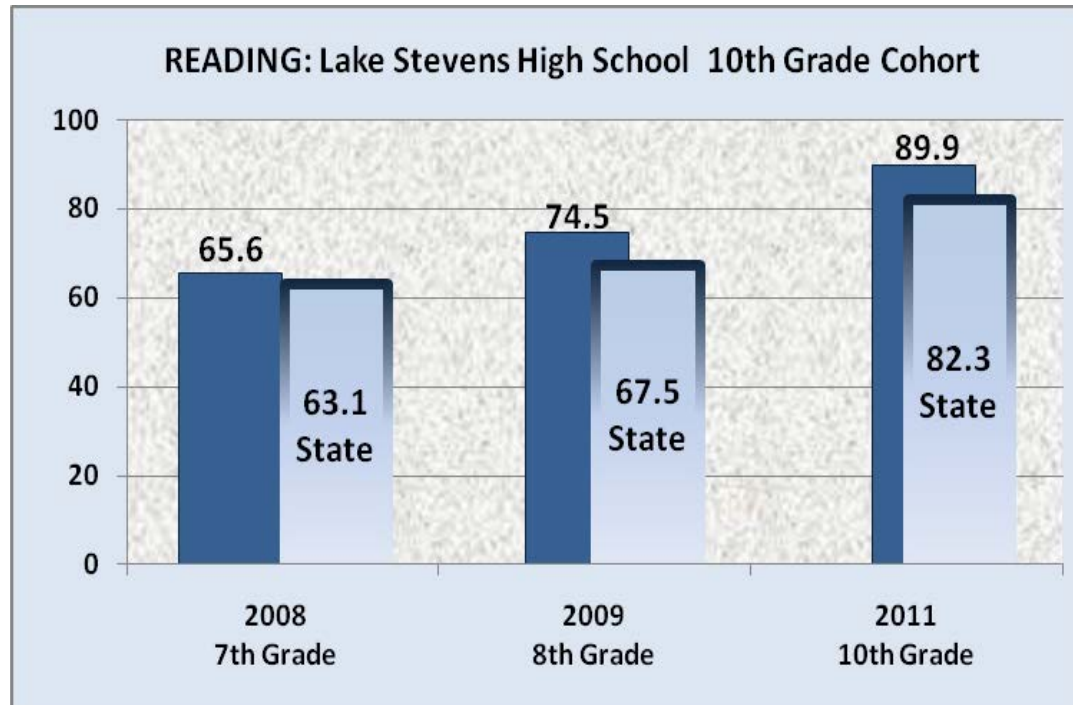
HSPE/EOC (WASL) DATA

Year	READING		WRITING		MATH		SCIENCE	
	School	State	School	State	School	State	School	State
	10th	10th	10th	10th	10th	10TH	10th	10TH
2010-2011	89.5%	82.3%	94.8%	86%	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/Grade	EOC 1 (Algebra)		EOC 2 (Geometry)	
2010-2011	School	State	School	State
10th Grade	80.2%	61.8%	72.9%	66.4%

ADDITIONAL DATA

Cohort Data unavailable in Math since last year the state switched to Algebra and Geometry End Of Course exams



FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: READING

STUDENT ACHIEVEMENT PROBLEM:

10.5% of our students have not met the reading High School Proficiency Exam standard.

STUDENT ACHIEVEMENT GOAL:

100% of sophomores will pass the reading High School Proficiency Exam.

SPRING 2012 ASSESSMENT RESULTS:

Lake Stevens High School Improvement Plan 2011-2012

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation & Performance)	Year-End Results
1	<p>English Language Learners – To improve reading and writing achievement of ELL students at LSHS by</p> <ol style="list-style-type: none"> 1) establishing a system of communication among teachers and staff members involved with ELL students <ol style="list-style-type: none"> a. studying other ELL programs already established in schools in our district as well as b. visiting other districts with effective ELL programs 2) providing assistance for struggling ELL students in the general education classes <ol style="list-style-type: none"> a. researching the possibility of an ELL para-educator to assist the ELL program teacher b. establishing ways in which the ELL para-educator could assist classroom teachers where ELL students are struggling 3) establishing a protocol for record keeping and data review on ELL students that is readily accessible for teachers' use <ol style="list-style-type: none"> a. gathering data from previous assessments for each ELL student b. creating a data collection spread sheet c. posting the data in a form that is readily available to teacher 	<ol style="list-style-type: none"> 1) Students who are identified ELL are oftentimes released from ELL services after only reaching a basic skill level in the English language. 2) Support of ELL students in the classroom will provide them the necessary skills to achieve proficiency by the end of the sophomore year. 	<ol style="list-style-type: none"> 1) All ELL students, past and current, will be identified in ELL and general education classes. 2) Data points developed to identify gaps in skill 3) A plan that identifies 'next steps' for supporting and remediating ELL students 	

Lake Stevens High School Improvement Plan 2011-2012

<p>2</p>	<p>Tier 1/2 Remediation – To increase student achievement and close the achievement gap through reading remediation.</p> <ul style="list-style-type: none"> • Identify a teacher in charge of assessing students for remediation. • Purchase Gates MacGinitie S and T forms of the test for assessing students in need of remediation. • Assess students, using a combination of MSP data, the TOSWRF (Test of Silent Word Reading Fluency), and Gates MacGinitie (Vocabulary and Reading Comprehension) prior to enrolling 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) Students who arrive at LSHS as sophomores are put into general education classes with no regard to gaps in knowledge or skills. 2) 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. 3) 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 2) Identification of skill-gaps through valid assessments measured in screening and reassessed to show gain 3) Increase pass rates on HSPE in this population 	
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FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: WRITING

STUDENT ACHIEVEMENT PROBLEM:

5.2 % of Lake Stevens High School students have not met the writing High School Proficiency Exam standard.

STUDENT ACHIEVEMENT GOAL:

100 % of Lake Stevens High School sophomores will pass the writing High School Proficiency Exam.

SPRING 2012 ASSESSMENT RESULTS:

Lake Stevens High School Improvement Plan 2011-2012

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation & Performance)	Year-End Results
1	<p>Prompt emphasis Departmental-wide emphasis on students reading and understanding prompts accurately</p> <p>Every department at LSHS will identify assignments and assessments within their curriculum to write prompts that are ‘HSPE-like.’</p> <p>Ongoing professional development within each department on what a HSPE-like prompt looks like and how they are scored.</p>	<p>Through data analysis of writing samples administered to every LSHS student it was determined that students primary gap in answering questions accurately was in misreading the prompt.</p>	<p>Detailed answers to HSPE standards in daily work, unit and benchmark assessments.</p>	
2	<p>Tier 1/2 Remediation – To increase student achievement and close the achievement gap through reading remediation.</p> <ul style="list-style-type: none"> • Identify a teacher in charge of assessing students for remediation. • Purchase Gates MacGinitie S and T forms of the test for assessing students in need of remediation. • Assess students, using a combination of MSP data, the TOSWRF (Test of Silent Word Reading Fluency), and Gates MacGinitie (Vocabulary and Reading Comprehension) prior to enrolling 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) Students who arrive at LSHS as sophomores are put into general education classes with little knowledge of skill gaps. 2) 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. 3) Implementation of remedial strategies and a targeted curriculum will improve student learning. 4) Screening assessment strategies will allow teachers to monitor student growth and ability once placed in a class by providing a follow-up assessment. 	<ol style="list-style-type: none"> 1) Data driven placement of students in classes 2) Identification of skill-gaps through valid assessments measured in screening and reassessed to show gain 3) Increase pass rates on HSPE in this population 	

FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: MATHEMATICS

STUDENT ACHIEVEMENT PROBLEM:

19.8% of LSHS sophomores did not pass the Algebra section of the End-of-Course assessment
27.1% of LSHS sophomores did not pass the Geometry section of the End-of-Course assessment

STUDENT ACHIEVEMENT GOAL:

77.9% of Lake Stevens High School sophomores will pass the Geometry EOC
60% of Lake Stevens High School sophomores will pass the Algebra EOC

SPRING 2012 ASSESSMENT RESULTS:

Lake Stevens High School Improvement Plan 2011-2012

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation & Performance)	Year-End Results
1	<p>Quarterly Benchmark Assessments will be implemented 4 times per year in Algebra and Geometry classes providing a medium-term data source. Math teachers will be provided summary data following each assessment and will meet to analyze and interpret results in order to shape and inform their instruction.</p>	<p>When students are provided practice assessments aligned with the standards and the test and item specs of the state assessments, they receive authentic practice. In addition, this provides a medium-term source of data that, along with long- and short-term data can be used to shape instruction, resulting in increased student performance.</p>	<p>-Quarterly assessment data will be compiled by teacher and course. -Teachers will provide evidence of strategies and efforts used as a result of data analysis following each assessment.</p>	
2	<p>Align the Cognitive Tutor curriculum to the state standards in Algebra and Geometry</p>	<p>Large percentage gap between students passing EOC test in geometry and CT geometry</p>	<p>Increase in CT geometry scores in quarterly benchmark assessments and EOC assessment</p>	
3	<p>Reevaluate intermediate algebra and CT program for effectiveness in remediating skills and meeting EOC standards</p>	<p>We need to develop a plan to address students who do not meet EOC standards and how to address Collection of Evidence</p>	<p>Adoption of the state EOC support modules in a class and COE process</p>	

FOCUS ON LEARNING

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

ACADEMIC CONTENT GOAL: SCIENCE

STUDENT ACHIEVEMENT PROBLEM:

40% of our students have not met science High School Proficiency Exam standard.

STUDENT ACHIEVEMENT GOAL:

65% of Biology students will meet End-of-Course assessment standards.

SPRING 2012 ASSESSMENT RESULTS:

Lake Stevens High School Improvement Plan 2011-2012

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness (Implementation & Performance)	Year-End Results
1	<p>Continued alignment of Fundamental Biology and Biology to the state standards</p> <p>1. Professional development in a OSPI sponsored webinar, “Biology end-of-course update and instructional course supports”</p> <p>2. Professional development in an ESD sponsored training, “Preparing for Student Success in High School Science”</p> <p>3. Evaluate the current curriculum content and pacing guide compared to updated state standards</p>	<p>In order to support students passing the biology assessment the curriculum taught in class needs to be aligned to the state standards</p> <p>Teachers need to know and understand state standards to be able to align their curriculum</p>	<p>1) Biology curriculum aligned to the state standards</p> <p>2) Assessments evaluating student skills and informing instruction will align to state standards</p>	
2	<p>Continue to develop common lab assessments</p> <p>1. Professional development in a OSPI sponsored webinar, “Biology end-of-course update and instructional course supports”</p> <p>2. Professional development in an ESD sponsored training, “Preparing for Student Success in High School Science”</p> <p>3. Biology team will review and update lab form</p>	<p>This standardized approach allows for a program-wide alignment in vocabulary, procedures, processes and understanding of learning gaps with students in science labs</p>	<p>Lab forms will be uniform across Fundamental Biology and Biology classes.</p>	
3	<p>Creation of quarterly benchmark assessments in Fundamental Biology and Biology</p>	<p>Students in both classes must meet the same state biology standards.</p>	<p>Quarterly benchmarks established in Fundamental Biology and Biology</p>	

DEVELOPING EXCELLENCE IN STAFF

GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

PROBLEM OF PRACTICE:

As a system, we do not effectively utilize the multiple data sources available to us to truly shape and inform our instruction in order to improve student learning.

STAFF PROFESSIONAL DEVELOPMENT GOAL:

All staff will learn the Data Wise process of improvement:

Principals and Data Teams will train their staffs in the Data Wise improvement process. Together, staff will learn to identify a school-wide Learner Centered Problem (LCP) based on the triangulation of multiple data sources, identify an instructional strategy to target the problem, and develop an action plan which includes a plan to assess and reflect on progress. Upon periodic reflection of progress, the action plan may be adjusted as necessary. This year-long process of learning together as a building will lay the foundation for departments to utilize the Data Wise process to formulate individual department action plans next year as part of the overall building School Improvement Plan.

Action Step	Specific Activities/Strategies to Reach Target Goal	Rationale	Evidence of Effectiveness (Implementation & Performance)	Year-End Results
1	Each building will develop a plan to utilize available professional development time including staff meeting and building-directed collaboration time to teach staff the Data Wise process of improvement.	When the building as a whole engages in learning the Data Wise process of improvement around a single building-wide goal, they will then be able to apply the same process to developing individual department improvement plan as part of the building-wide SIP next year.	<ul style="list-style-type: none"> -Buildings will examine data to identify an LCP -Buildings will develop and implement an action plan to address the LCP -Evidence of progress will be identified and collected -Adjustments may be made to action plan 	

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

Parent Partnership Goal(s):

As a part of the senior post secondary goal setting conference each counselor will contact each family personally to discuss their students' thirteenth year plan and action steps.

Action Step	Specific Activities/Strategies to Reach Target Goal	Rationale	Evidence of Effectiveness (Implementation & Performance)	Year-End Results
1	1. Counselors will meet with all senior students and during their final goal setting conference review credit status, graduation plan, college readiness, establish testing plan, establish financial aid plan. 2. All content of the goal setting conference will be communicated with the family in person, via phone call or a signed written communication.	Personalization of this important information is paramount for student success and parent awareness.	Every senior student will have a meeting with their counselor and parents will receive communication in person, via phone call or written communication regarding the content of the meeting with their counselor.	