Inspiring Excellence

LAKE STEVENS
School District

LAKE STEVENS HIGH SCHOOL
School Improvement Plan

2013-2014

Inspiring Excellence

2013 - 2014 School Improvement Plan Summary

TEACHING AND LEARNING:

At LSHS this year we are going to focus on the three rocks of the Foundation for Excellence; data, instruction and content. We are going to focus our instructional growth through the FFT (Framework for Teaching) and the Cycle of Inquiry. Professional development, in the form of small group, departmental, and building reflection will be the primary method we will use to improve in these areas. Our goal is to close the achievement gap in our core areas of math, science and literacy. The success of our effectiveness will be measured through the AMO (Annual Measurable Objectives). Additionally, we would like to support a collaborative learning environment by developing an instructional walk-through program based on the FFT.

TECHNOLOGY EMPOWERED:

In the area of technology our primary goal will be to provide access for students through their own devices, or through school supplied technology, to online resources. Additionally, an important part of using technology will be in helping students be college and career ready. We will begin this process by reflecting on our norms at the building level and reviewing the relationship to our procedures.

THOUGHTFUL TRANSITIONS:

Our primary action plan in this area will be implementing the LINK Crew with the intent of creating a peer mentoring program to transition students into LSHS at both the beginning of the year and throughout the school year. Our goal is a lofty one, but to decrease sophomore class failures by 50%.

ENGAGED COMMUNITY:

Our primary focus in this goal area is to increase the participation of our elderly community at LSHS. Our plan is to do this through promotion of activities and athletics and the development of a “Sunset Pass”.

HSPE (WASL) DATA

	READING		WRITING		MATH		SCIENCE	
	School	State	School	State	School	State	School	State
Year	10th	10th	10th	10th	10th	10TH	10th	10TH
2013-2014	**89.65**	**82.6%**	**92.61**	**85.3%**				
2012-2013	92.3%	83.5%	92.5%	84.9%	EOC	EOC	EOC	EOC
2011-2012	86.0%	81.3%	91.9%	85.4%	EOC	EOC	EOC	EOC
2010-2011	89.8%	82.6%	94.8%	86.3%	EOC	EOC	59.8%	49.7%
2009-2010	88.3%	78.9%	95.0%	88%	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%

	EOC 1 (Algebra)		EOC 2 (Geometry)		EOC Biology	
Year	School	State	School	State	School	State
2013-2014	**85.1%**	**79.2%**	**81.2%**	**79.2%**	**88.6%**	**70%**
2012-2013	83%	75.9%	91%	83.3%	84.4%	68.6%
2011-2012	81.8%	68.8%	76.9%	76.1%	78.1%	61.3%
2010-2011	80.1%	61.8%	72.9%	66.4%		

ADDITIONAL DATA

Inspiring Excellence
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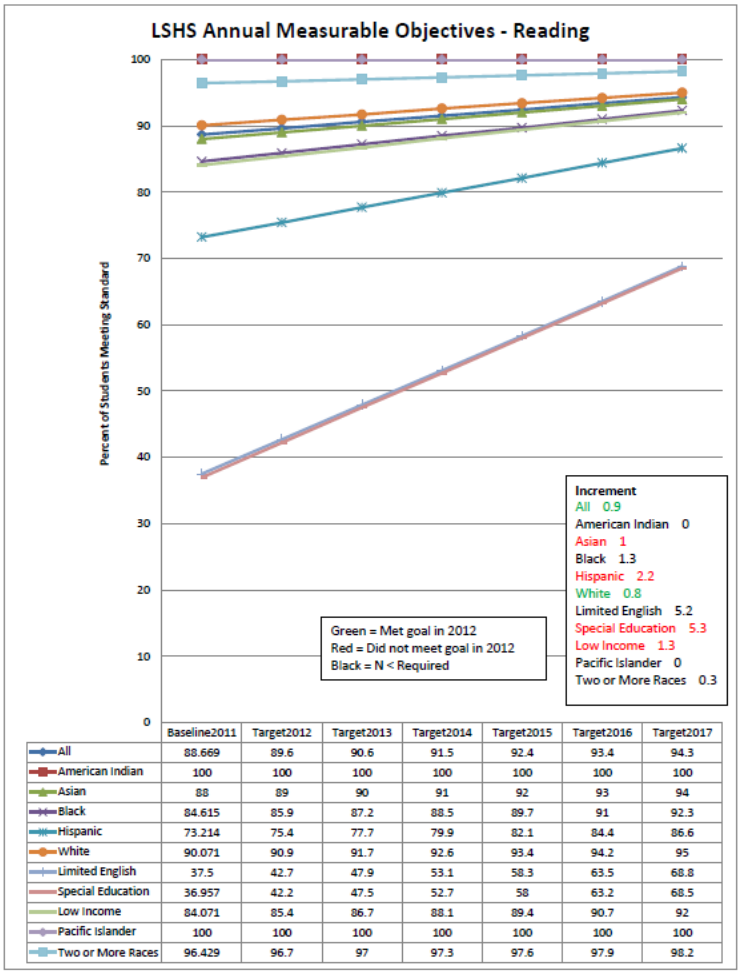
School District

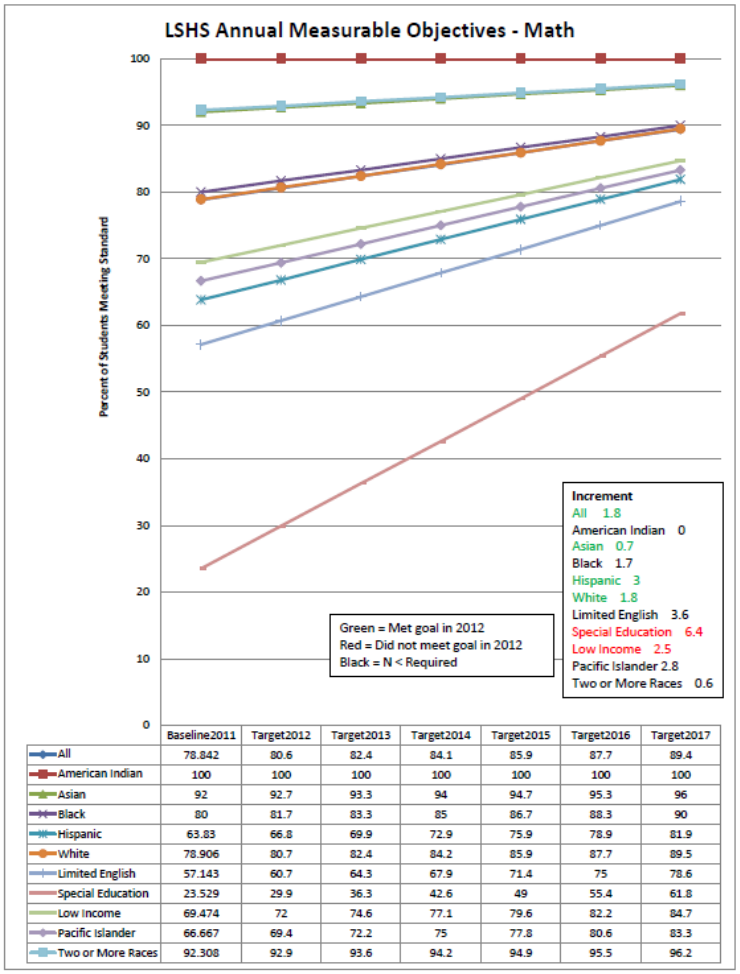
Measures of Success

			Baseline 2012-2013	Target 2013-2014	Target 2014-2015	Target 2015-2016
High School	High School Students Passing State Assessment	Tenth grade students meeting or exceeding standard on the state reading assessment	92.6	90.3		
		Tenth grade students meeting or exceeding standard on the state writing assessment	92.0	92.61		
		Tenth grade students meeting or exceeding standard on the state math End of Course Year 1 assessment	83	85.1		
		Tenth grade students meeting or exceeding standard on the state math End of Course Year 2 assessment	89.9	81.2		
	Students Ready for College and Career	High school students enrolled in AP courses	14%	15.14%		
		High school students earning college credit while in high school	54.4%	56.4%		
		On time graduation rate	89.7%	91.8%		
		Extended graduation rate	90.4%	91.1%		

AMO Goal Page



	Baseline2011	Target2012	Target2013	Target2014	Target2015	Target2016	Target2017
All	88.669	89.6	90.6	91.5	92.4	93.4	94.3
American Indian	100	100	100	100	100	100	100
Asian	88	89	90	91	92	93	94
Black	84.615	85.9	87.2	88.5	89.7	91	92.3
Hispanic	73.214	75.4	77.7	79.9	82.1	84.4	86.6
White	90.071	90.9	91.7	92.6	93.4	94.2	95
Limited English	37.5	42.7	47.9	53.1	58.3	63.5	68.8
Special Education	36.957	42.2	47.5	52.7	58	63.2	68.5
Low Income	84.071	85.4	86.7	88.1	89.4	90.7	92
Pacific Islander	100	100	100	100	100	100	100
Two or More Races	96.429	96.7	97	97.3	97.6	97.9	98.2



	Baseline2011	Target2012	Target2013	Target2014	Target2015	Target2016	Target2017
All	78.842	80.6	82.4	84.1	85.9	87.7	89.4
American Indian	100	100	100	100	100	100	100
Asian	92	92.7	93.3	94	94.7	95.3	96
Black	80	81.7	83.3	85	86.7	88.3	90
Hispanic	63.83	66.8	69.9	72.9	75.9	78.9	81.9
White	78.906	80.7	82.4	84.2	85.9	87.7	89.5
Limited English	57.143	60.7	64.3	67.9	71.4	75	78.6
Special Education	23.529	29.9	36.3	42.6	49	55.4	61.8
Low Income	69.474	72	74.6	77.1	79.6	82.2	84.7
Pacific Islander	66.667	69.4	72.2	75	77.8	80.6	83.3
Two or More Races	92.308	92.9	93.6	94.2	94.9	95.5	96.2

Lake Stevens Middle School School Web Site

Principal Mike Weatherbie 1031 91st Ave SE Lake Stevens 98258 Grade Span: 6-7
425.335.1544 Lake Stevens School District 9/15/2011

Comment [CE1]: Needs to be LSHS and Cahan

Annual Measurable Objective Summary

This page presents a summary of your Annual Measurable Objective (AMO) results. (What do AMO and ESEA mean?) To see the data used to compute each proficiency cell, switch "Summary" to "Proficiency Detail" and click "go."

On / Above Group performs on or above target. **N<Required** Group has fewer than required.
Below Group performs below target. **No Students** Group has no students.

Select year: 2012-13 go Summary Description

	Reading			Math			Reading	Other Indicator	Math
	Proficiency	Target	Met Target	Proficiency	Target	Met Target	Met 95% Participation Target		Met 95% Participation Target
	71.2	67.9	On / Above	70.7	67.0	On / Above	On / Above		On / Above
			N<Required			N<Required	N<Required		N<Required
			N<Required			N<Required	On / Above		On / Above
			N<Required			N<Required	N<Required		N<Required
			N<Required			N<Required	N<Required	On / Above	N<Required
	61.3	58.9	On / Above	58.8	56.6	On / Above	On / Above		On / Above
	73.6	68.8	On / Above	73.6	69.2	On / Above	On / Above		On / Above
	70.3	74.6	Below	73.0	74.6	Below	On / Above		On / Above
			N<Required			N<Required	N<Required		N<Required
	31.6	29.2	On / Above	26.5	32.1	Below	On / Above		On / Above
	62.7	59.1	On / Above	59.8	53.9	On / Above	On / Above		On / Above

EXCELLENCE IN TEACHING AND LEARNING

All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.

	District Strategies	District Action Steps	Building Action Steps	Results
1	Design and implement a comprehensive professional development plan to deliver embedded, ongoing, collaborative professional learning in the Danielson Framework, TPEP, Common Core State Standards (CCSS) and the use of data	- All teachers engaged in the Cycle of Inquiry - Develop cadre of teacher leaders to model proficient instruction and share with colleagues - Use Domain 1: Planning and Prep as a vehicle to align instruction and assessment practice with CCSS	Break down the components of the 'three rocks' beginning with academic vocabulary. Implementation delivered in differentiated manner from large group, to departmental to individual meetings. Reorganize data teams to include department chairs and develop and select other teacher instructional leaders.	Building-led Fridays and staff days organized around teaching the fundamentals of the three instructional rocks. Data team two year vision established and communicated with collaborative input. Primary role of Data Team established to support developing Data with teachers to help inform instruction.
2	Increase student achievement through the alignment and implementation of curriculum based on the Common Core State Standards	- Math: Focus on implementing the Practice Standards through targeted instructional strategies and developing rich tasks; step II in transitioning to CCSS content standards - English Language Arts (ELA): Literacy in the content areas, text-based writing, text-based questions	- Continue to utilize math coach to develop rich tasks to utilize cycle of inquiry. Develop data based off rich tasks to inform instruction. Continue alignment to CCSS. Continue alignment of instructional strategies based off FFT.	Alignment process began and continuing through the Teaching and Learning department. This work is continuing within departments and coordinated by T and L. Performance tasks developed and data reviewed using the District organized SLOPES protocol. Continue to utilize FFT as instructional model and focusing our professional development on this sort of model.
3	Create and maintain a data dashboard system to compile and track student performance data	- Begin initial training and use of a data dashboard/platform that will facilitate intentional and transparent use of data to inform educators, families and students of students' unique needs; use	Develop a cadre of data team members made up of department chairs and instructional leaders. All-staff training on Homeroom Premium	Data team reassessed and a vision established for them to first support departments together and individual teachers on data development to inform instruction and next school year begin leading

		this platform for placement decisions, curricular decisions and instructional decisions	Develop best practices study based on current research by department.	this process with peers in small and larger groups. Administration trained by Gina on SLOPES protocol, Cycle of Inquiry and Homeroom Premium (including counselors in this training).

Measures of Success:

Increase in summative assessment data: Improvements in state assessment data, AMO data: **See above**
Increased student achievement as measured by Annual Measures of Success document: **See above**
Increase on –time graduation rate as measured by Annual Measures of Success document**: 2013/14- +2.1% to 91.8%**
Reduced number of D/F grades as measured by Annual Measures of Success document: **From 2013 to 2014 F grades by individual students reduced by 20% first semester and 16% second semester**
Reduction in number of discipline issues as measured by Annual Measures of Success document 2013/2014**- 17% reduction since 2012/13 and 55% reduction since 2009/10**

EXCELLENCE IN TEACHING AND LEARNING - CTE

All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.

	District Strategies	District Action Steps	Building Action Steps	Results
1	Improve the access to and quality of CTE program offerings in LSSD	Review/evaluate current status of CTE in LSSD, including: - Industry standards for courses - Cross credit/dual credit opportunities - College credit for courses - National Career - Readiness Credential	*Review to make sure all CTE Classes/Programs are aligned with National and State Occupational Standards *Review to make sure all CTE Classes/Programs are aligned with CCSS Lit and Tech Standards *For those Classes/Programs not aligned to CCSS Lit and Tech Standards complete alignment in Frameworks. *Create a list of those current LSSD CTE courses/classes that provide HS cross/dual crediting. *Create a list of those current LSSD CTE courses/classes that provide direct/articulated college crediting. *Investigate and Research the National Career Readiness Credentialing Program and details for Implementation. *Review currently used marketing strategies to promote LSSD CTE program. *Determine which marketing strategies to continue using and create a list of potential new strategies to consider implementing. *Update current LSHS CTE website within LSHS website	• LSHS/CAV/LSMS/NLMS STEM Tech Sciences and Skilled Trade courses successfully went through the OSPI-CTE Re-Approval Process. • Planning meeting held in December 2013 for investigating the possibility of pursuing the Project Lead the Way for the elementary level. • Updated lists of LSSD CTE courses/classes that provide HS cross/dual crediting, articulated college credit, and Tech Prep credit. • Reviewed (5) different school district CTE websites for benchmarking our LSSD CTE website revision. • Started LSSD CTE website revision Apr. 2014

2	Ensure that CTE in LSSD is a results-driven education system	- Ensure that all CTE classes are aligned with state/national industry standards - Identify CTE classes that administer official End-of-Course (EOC) exams - Prepare to include CTE performance data on Data Dashboard	*Review all current OSPI-CTE Course Frameworks to make sure they contain the most up-to-date national/state industry standards. For those Frameworks identified not having the most up-to-date standards, obtain the up-to-date standards and replace the old standards with new in the frameworks. *Review all current LSSD CTE classes to see which ones give an End-of- Course Exam. Create a list of those classes who do not give an EOC exam. *Pilot EOC exam with 1-2 classes per level within LSSD. *Each CTE class will create performance task(s). Identify additional CTE Performance Data to include on Data Dashboard.	• LSHS/CAV/LSMS/NLMS STEM Tech Sciences and Skilled Trade courses successfully went through the OSPI-CTE Re-Approval Process. • PLTW courses Principles of Engineering and Introduction to Engineering & Design courses gave "end-of-course" exams. • 90% of the LSSD CTE teachers attended (4) cycle of inquiry days throughout the 13-14 school year. Each teacher produced (3) performance task data sets and uploaded them into data dashboard (Homeroom Premium).

Measures of Success:

***Increase in number of students participating in and completing high demand, high wage CTE programs. (e.g. PLTW, Digital Design, Man. Tech) as measured by Annual Measures of Success document. (# of students for 13-14 was the same as 12-13)**

*** Increase in number of students earning dual credit as measured by Annual Measures of Success document. (no increase)**

*** Increase number of students earning college credit for CTE courses as measured by Annual Measures of Success document. (+66 students from 12-13 to 13-14)**

***Increase in student performance on CTE EOC exams as measured by Annual Measures of Success document. (Data not released yet)**

EXCELLENCE IN TEACHING AND LEARNING – Hi-Cap

All students and staff are engaged and accountable learners, meeting high expectations through demonstrated growth, in an educational structure that is differentiated, challenging and focused. We provide quality instruction and leadership through consistent, proactive support of our students and staff.

	District Strategies	District Action Steps	Building Action Steps	Results
1	Monitor and measure each highly capable student's progress to ensure continued success and academic growth	Design process and determine baseline data. Implement monitoring strategies and evaluate each student's level of success	Utilize data from College Board to reflect on both enrollment trends and student passage rates on AP tests. Create two new AP classes: Computer Programming and English Composition	Number of students enrolled in AP courses up 1.14% to 15.14% English Composition created, but Computer Programming abandoned for PLTW program.

Measures of Success:

Increase in individual HiCap student academic growth:
Number of students enrolled in AP courses up 1.14% to 15.14%

Continue to increase HiCap program satisfaction as measured by parent, teacher, student and counselor survey:
This survey will be given during the 2014-15

Increased equity in nomination and identification of HiCap students as measured by program documentation:
This process will continue to develop with the use of Homeroom Premium.

TECHNOLOGY EMPOWERED

Our use of technology will be bold, intentional and accessible. Innovative approaches will be encouraged and embraced and our technology will be intuitive, collaborative and an empowering to all for students, staff and parents. Technology will transform our data systems to be unified, accessible, timely, informative and adaptable, and capable of being tailored to each school, program, class, staff member and student.

	District Strategies	District Action Steps	Building Action Steps	Results
1	Technology and Technology Use: Develop and provide the resources necessary to provide all students and staff with access (to information, tools, resources, collaborative opportunities) when and where they need them	-Develop digital citizenship and tech skills curriculum -Develop norms around student device use and open up access	Evaluate current procedures with focus on breaking down barriers to access of technology. Develop procedures that encourage technology in the classroom for enhanced access to online resources.	Two LSHS teacher piloted the use of chromebooks in the classroom and putting themselves in the position of on-the-job-trainers.
2	Data Systems: Develop information systems that help teachers to individualize instruction and school leaders to manage instructional goals	Begin initial training and use of a data dashboard/platform that will facilitate intentional and transparent use of data to inform educators, families and students of students' unique needs; use this platform for placement decisions, curricular decisions, and instructional decisions	Communicate with families in writing of programming decisions and provide data that describes how placement decisions were made.	Beginning with the first building-led early release training regarding the development of data has been ongoing. ESC has also provided Admin training in pull-out sessions.

Measures of Success:

Digital Citizenship- Digital citizenship and technology skills curriculum will be developed: Two teachers piloted the use of technology in the classroom on a widespread manner and began to introduce and develop those skills and attributes.
Homeroom Premium Data Dashboard will be introduced: Gina has done these trainings with staff in large group, departmental, and in individual methodology.

THOUGHTFUL TRANSITIONS

Transitions in our district are planned, focused, collaborative and intentional. Whether transitioning from preschool to kindergarten, into the next grade, building, curriculum or to post-graduation endeavors, we will actively facilitate a path to success for students and staff.

	District Strategies	District Action Steps	Building Action Steps	Results
1	Create a consistent mode of communication to support transitions	- articulation of common behavioral expectations at all schools - Partner with PTAs, booster clubs, and community service organizations to explore activities that enhance family-to-family communication, and support ELL families and families in transition	Develop a school-wide peer mentoring program with the intent of sharing school culture with a welcoming and invitational tone. Reduce failure of sophomore classes by 50%.	Implemented LINK Crew in the fall. 97% attendance rate for the Sophomore attendees. Failure rates for individual sophomores decreased over 12/13 by 20% first semester and 16% second semester.
2	Expand opportunities for intentional social connections for all students	Explore and implement activities that increase consistency of intentional transitions from level to level. Possibilities include: o shadowing o school visit o programs that link students from one school to the next Explore and implement activities that help students make social connections mid-year	LINK Crew Training of 100 junior and senior students to mentor sophomore students	Implemented LINK Crew with 125 juniors and seniors leading 675 sophomores in peer mentorship.
3	Expand opportunities for intentional academic connections for all students	- Expand College-Bound Scholarship sign-ups and intentional tracking of students through 12th-grade to support their success - Begin initial training and use of a data dashboard/platform that will facilitate intentional and transparent use of data to inform educators, families and students of students' unique needs; use this	Advertising and promotion through counseling and teachers as well as to community through website and digital newsletters. Embed CCSS four pillars through intentional articulation of curriculum and skills	Monitor and tracking of all college-bound scholarship students continues through counseling.

		platform for placement decisions, curricular decisions, and instructional decisions - Identify what is currently happening around character development, leadership, and study skills (perseverance, "soft skills," stamina, etc.)		
4	Increase awareness and planning for post-secondary endeavors starting in elementary	- Explore and begin to implement activities to expose students to post-graduate endeavors at every level on a yearly basis - Increase communication with parents on career counseling, guidance, scheduling and programs for students starting in middle school	Review and update "College Handbook" for students and parents.	College Handbook updated and distributed to all interested students. All seniors meet with Career Center specialist regarding college and career planning.

Measures of Success:

Development and implementation of LINK Crew for peer-led sophomore orientation- Year two of LINK Crew. 125 upperclassmen training 675 sophomore students the first day of school.

ENGAGED COMMUNITY

We consistently engage with our diverse communities of students, families, staff and the public. We create inclusive partnerships to share our sense of purpose and district goals, invite continuous input and act on the feedback we receive.

	District Strategies	District Action Steps	Building Action Steps	Results
1	Expand volunteer opportunities to include "non-traditional" groups such as retirees, working families, military personnel and non-English-speaking individuals	- Identify and train a volunteer coordinator at each school to establish consistent practices Develop a monthly report of volunteer activity at each school to establish a baseline - Develop a monthly report of volunteer activity at each school to establish a baseline - Explore ways to engage students in volunteer opportunities throughout the community and in the recruitment/retention of volunteers - Create a volunteer bulletin board at each school with service opportunities, announcements, photos of events, etc.	Create a 'sunset' pass for elderly community members to encourage attendance	Developed and distributed the GOLDEN VIKING Program to bridge the relationship between elderly community members and the LSHS school community. We distributed 90 of these passes currently. Approximately 30% of this population attended the first two home games.

Measures of Success:

A volunteer coordinator established with goal of increased number of volunteers in school: **29 individuals and 9 businesses**