



Lake Stevens High School

School Improvement Plan

2014-2015

Inspiring Excellence

Lake Stevens High School 2014-2015 School Improvement Plan
2014-2015 School Improvement Plan Summary

TEACHING AND LEARNING:

- In the area of Teaching and Learning LSHS will continue to focus on ‘what’ we teach by supporting the alignment and articulation of materials to the Common Core State Standards.
- We will also continue to build our instructional skill, or ‘how’ we teach, by focusing on differentiation within Danielson’s Framework for Teaching. In the interest of applying this concept with fidelity teachers are being asked to know their students more than ever before. We are going to use the cycle of inquiry and the data developed from the Cycle to help know our students and to inform our instruction.
- With the advent of the Smarter Balanced Assessment we will also continue to align our assessment methods to both the style and the cognitive demands of the new assessment.
- Lake Stevens High School teachers will voluntarily participate in a book study involving the ground-breaking psychological work from Dr. Carol Dweck in her book, “Mindset.” The intent of this book study will be to evaluate the school-wide potential for using the concept Dweck presents as a model for developing academic perseverance or grit.

TECHNOLOGY EMPOWERED:

- Beginning with the English Department and the Collection of Evidence classrooms LSHS will introduce Chromebook carts. The intent of these carts is to embed them in the classroom as research-based instructional tools to enhance teaching and learning.
- Teachers will use technology in the classroom to provide real-time feedback for students.
- Teachers at LSHS will use a technology device to gather, manage and reflect upon data to inform instruction.
- All students at LSHS will use Chromebooks at least once a day

THOUGHTFUL TRANSITIONS:

- Lake Stevens High School will continue to grow and develop the LINK peer-mentoring program for sophomores.
- Lake Stevens High School teachers will actively participate or lead academic vertical alignment

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- Life-skills teachers will develop a seamless transition between the 6-Transition (21 years old) program. This will include common vision, vocabulary and assessments.

ENGAGED COMMUNITY:

- Through the LSHS athletic department we will continue to encourage our elders in the community to attend events through the Golden Viking program.
- Parents and community members are invited into the school during our assemblies and during Collection of Evidence presentations.
- Purple and Gold Booster club will remain as a partner of all of students academics, arts, activities and athletics.

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STATE ASSESSMENT DATA

YEAR	READING HSPE		WRITING HSPE		MATH HSPE		SCIENCE HSPE	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
2013-2014	89.65%	82.60%	92.61%	85.30%	EOC	EOC	EOC	EOC
2012-2013	92.3%%	83.50%	92.50%	84.90%	EOC	EOC	EOC	EOC
2011-2012	86.00%	81.30%	91.90%	85.40%	EOC	EOC	EOC	EOC
2010-2011	89.80%	82.60%	94.80%	86.30%	EOC	EOC	59.80%	49.70%
2009-2010	88.30%	78.90%	95.00%	88%	49.30%	41.60%	52.70%	44.70%

YEAR	EOC 1 ALGEBRA		EOC 2 GEOMETRY		BIOLOGY	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
2013-2014	85.10%	79.20%	81.20%	79.20%	88.60%	70%
2012-2013	83%	75.90%	91%	83.30%	84.40%	68.60%
2011-2012	81.80%	68.80%	76.90%	76.10%	78.10%	61.30%
2010-2011	80.10%	61.80%	72.90%	66.40%		

Additional Data page

- Based on the following data LSHS will reduce discipline referrals by an additional 10% over the previous school year. To reach this goal we will develop positive and proactive strategies to support kids and families, including proactive communication, using staff to intervene with absences immediately following the

LSHS Discipline Summary

Total number of first semester discipline referrals (reported to OSPI):

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
1247	949	777	654	362	

Total number of second semester discipline referrals (reported to OSPI):

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
913	762	629	522	629	

Total referrals per year:

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
2160	1711	1406	1176	984	Goal: 10% reduction over 2013/14

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
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	The professional development focus will be on fine-tuning instruction through a focus on differentiation and Danielson Domain 1 Planning and Prep; Component 1b Demonstrating Knowledge of Students, and Domain 3: Instruction; Components 3.c: Engaging Students in Learning, Component 3d: Using Assessments in Instruction, and Component 3.e: Demonstrating Flexibility and Responsiveness
Increase student achievement through the alignment and implementation of curriculum based on the Common Core State Standards	Full implementation of CCSS in all content areas.
Create and maintain a data dashboard system to compile and track student performance data	Access and utilize Smarter Balanced Assessment Consortium tools and assessments and expand use of Homeroom Premium data dashboard

<p>Building Plan</p> <p>LSHS will focus the building-led professional development throughout the school year on differentiated instruction.</p> <ul style="list-style-type: none"> • During building-led days teachers will participate in direct-instruction on differentiation. They will also read articles and materials that help shape their knowledge of the philosophy, pedagogy and vocabulary around differentiation. • During building led days teachers will learn differentiation strategies for their content-specific classrooms • During building led days teachers will drill down into the data to evaluate their student’s knowledge and cognitive skill <p>LSHS will align our materials and assessments to the CCSS.</p> <ul style="list-style-type: none"> • During building-led early release days teachers will work on alignment of materials and assessments to the Common Core State Standards. • During building-led early release days teachers will work on articulating the cognitive level of their materials to raise rigor and meet the standards of the CCSS. • During building supported release days teachers will align their material to the CCSS and the NGSS in science. <p>LSHS will align assessments within each department to the Smarter Balanced Assessment.</p> <ul style="list-style-type: none"> • In each department assessments will be evaluated for alignment to SBA questioning strategies and rigor level

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<p>Results</p>

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
Improve the access to and quality of CTE program offerings in LSSD	<ul style="list-style-type: none"> - Implement appropriate changes identified in the 2013-14 review process - Possible pilot PLTW in elementary school(s) and determine future of PLTW in elementary - Refine CTE marketing campaign
Ensure that CTE in LSSD is a results-driven education system	<ul style="list-style-type: none"> - Implement changes to fill alignment gaps - Pilot EOC exams in CTE courses as identified. - CTE EOC data and other identified measures will be entered on Homeroom Premium (Continue with Inquiry Cycle Process)

<p>Building Plan</p> <p><i>Improve access & quality of CTE programs:</i></p> <ol style="list-style-type: none"> 1) Continue with OSPI-CTE Course Re-Approval Process – for Family Consumer Sciences courses 2) Propose new CTE course in Computer Science Programming – Project Lead the Way at LSHS 3) Continue alignment work for CTE courses to the Next Gen Science Standards. (part of OSPI-CTE Course Re-Approval Process) 4) Continue the LSSD CTE website revision and updates. <p><i>Ensure that CTE in LSSD is results-driven:</i></p> <ol style="list-style-type: none"> 1.) Continue with the district Inquiry Cycle with all CTE courses/programs 2.) Continue with OSPI-CTE Course Re-Approval Process – for Family Consumer Sciences courses.

3.) Pilot EOC Exams, besides PLTW, using OSPI endorsed Precision Exams.

Results

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
Develop a continuum of HiCap programs that support highly capable students academically, socially and emotionally from kindergarten through graduation.	Implement initial phase of revised HiCap program
Monitor and measure each highly capable student’s progress to ensure continued success and academic growth	Implement monitoring strategies and evaluate each student’s level of success. Implement intervention strategies as appropriate.

Building Plan

LSHS will enhance the offerings for Hi-Cap students

- Work with all of the teaching staff to evaluate the ability to offer CITHS program in current courses.
- Meet with Karen Landry, EVCC CITHS Rep., to learn more about the program

Results

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
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	<ul style="list-style-type: none"> - Implement digital citizenship curriculum and technology skills as part of Common Core and SBAC - Begin rollout of student devices
Data Systems: Develop information systems that help teachers to individualize instruction and school leaders to manage instructional goals	<ul style="list-style-type: none"> - Continue training and increase intentional use of Homeroom Premium in instructional, placement and curricular decisions

Building Plan

LSHS will use technology to inform and enhance the instruction of teachers.

- Students will use a technology device at least once a day
- Teachers will use Technology for developing data to inform instruction
- Teachers will use Technology in the classroom as a formative assessment tool

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<p>Results</p>

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
Create a consistent mode of communication to support transitions	Ensure consistent implementation of district procedures
Expand opportunities for intentional social connections for all students	Implement and monitor activities and/or programs that facilitate transitions
Expand opportunities for intentional academic connections for all students	Continue training and increase intentional use of Homeroom Premium
Increase awareness and planning for post-secondary endeavors starting in elementary	Continue to implement and monitor activities

<p>Building Plan</p> <p>LSHS will continue the LINK Crew peer mentor program for all sophomores.</p> <ul style="list-style-type: none"> • LSHS will consider the implications of the LINK Crew as an academic support program <p>Life Skills program will work to develop a seamless 6-age 21 program</p> <ul style="list-style-type: none"> • Vision of the program will be articulated, shared and clear • The vocabulary will be aligned vertically to support kids and parents • Assessment of students will be aligned and shared vertically supporting all students.

<p>Results</p>

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
Expand volunteer opportunities to include “non-traditional” groups such as retirees, working families, military personnel and non-English-speaking individuals	- Meet quarterly with volunteer coordinators to gauge needs and provide support - Refine materials based on program outcome and interest - Continue to increase volunteer opportunities at each school and increase number and type of volunteers at each school

<p>Building Plan</p> <p>LSHS will continue to grow the Golden Viking program and increase the number of elder community members attending events.</p> <ul style="list-style-type: none"> • Promotion at games, through the website and at the community centers <p>LSHS will continue to provide an invitational tone to the community to attend our assemblies.</p> <ul style="list-style-type: none"> • Post the events on our website • Inform families via the web messaging service school-wide of assemblies and school-community events including the COE
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Results
