



**LAKE STEVENS HIGH SCHOOL**

**2010-2011**

**School Improvement Plan**

## **2010 - 2011 School Improvement Plan Summary**

*{Provide a brief one page summary of your School Improvement Plan}*

### **FOCUS ON LEARNING:**

Math continues to be a challenge for the sophomores of Lake Stevens High School particularly in the Algebraic/Number sense strand on the High School Proficiency Exam. We have done a little better with Geometric sense and measurement. For 2010-2011, we will be focusing our energies on preparing for End of Course assessments in Algebra and Geometry. This will be done by intentionally aligning our teaching with the newly released test specifications for both EOC's. Math educators will use their collaborative release time on Friday's to align curriculum and continue to use Classroom Based Assessments in Geometry that are aligned with the standards to inform teacher practice relative to student achievement. We would also like to focus on re-instituting Collections of Evidence in Algebra, Geometry, and Intermediate Algebra as a way for students to meet standard on another form of the assessment. Lake Stevens High School has remained either static or has made minimal gains in Reading the past two years. Our staff will be working on pre, during, and post reading strategies for students that are aligned to the 11 reading targets, focusing specifically on informational text.

### **DEVELOPING EXCELLENCE IN STAFF:**

With the advent of collaboration Friday's and our continuing focus on student achievement we will have our staff working on common assessments. Our staff is in many different places with their use of assessment to inform their instructional practice. As a building we have focused our energies in creating common classroom based assessments in language arts and math. There have been other academic departments that have horizontal alignment of curriculum. We want to make sure that all of our staff understands the value of common assessments as a basis for conversations to take place in all curricular areas about student work. We will use building directed time to introduce and expand on the type of work that has paid dividends in some of our curricular areas. We will require our departments to develop common assessments based upon specific targets and then discuss the results/data. The impetus of this will be to show clearly that we are hitting our teaching/learning targets.

### **DEVELOPING PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY:**

Our mission is to prepare our students to be life long learners. One of the gaps that we have identified continues to be to educate our own faculty to be able to effectively communicate high school graduation and college preparation requirements to students and to families. We also believe that we need to target a more heterogeneous audience for all of our outreach programs such as Beyond High School Night, FAFSA night, Conference night, Sophomore Orientation, and Curriculum Night just to name a few.

## HSPE (WASL) DATA

*{Highlight in red the years that your building is below the state average}*

Year	READING		MATH		SCIENCE		WRITING	
	School 10th	State 10th	School 10th	State 10th	School 10th	State 10TH	School 10th	State 10TH
<b>2009-2010</b>	89.3%	78.8%	49.3%	41.6%	52.7%	44.7%	95.0%	85.9%
<b>2008-2009</b>	89.1%	81.2%	49.5%	45.4%	43.4%	38.8%	92.1%	86.7%
<b>2007-2008</b>	90.1%	81.8%	54.4%	49.6%	<b>37.4%</b>	40.0%	90.5%	86.8%
<b>2006-2007</b>	87.0%	80.8%	51.7%	50.4%	<b>33.9%</b>	36.4%	90.0%	83.9%
<b>2005-2006</b>	86.1%	82.0%	52.0%	51.0%	42.2%	35.0%	85.1%	79.8%

## ADDITIONAL DATA

*{In table or chart form, identify other data that is available to you and pertinent to your data analysis. School specific, district-wide, MAPS, DIBELS, AYP, demographic, etc.}*

### Reading- trend by strand

WASL	05-06	06-07	07-08	08-09	HSPE 09-10
<b>Literary Text</b>					82.5%
<b>Informational Text</b>					82.9%
<b>Comprehension</b>	88%	83.4%	75.9%	78.2%	85.4%
<b>Analyze/Interpret</b>	84%	84.6%	74.0%	81.5%	84.9%
<b>Critical Thinking</b>	87%	77.8%	82.4%	83.5%	83.8%
<b>% of Students Meeting Standard</b>	86.1%	87.1%	89.9%	89.1%	89.3%

### Math- trend by strand

WASL	05-06	06-07	07-08	08-09	09-10 HSPE
<b>Mathematical Content</b>					
Number Sense	35.3%	30.5%	54.0%	45.6%	
Measurement	63.6%	40.3%	45.3%	43.4%	
Geometric Sense	56.3%	62.1%	52.8%	55.1%	
Probability Statistics	47.9%	53.5%	53.3%	24.6%	53.6%
Algebraic Sense	42.2%	41.5%	38.3%	41.2%	
Geometric and Measurement Sense					52.7%
Algebraic and Number Sense					41.8%
<b>Mathematical Processes</b>					39.1%
Solving Problems	56.3	56.3%	43.1%	33.2%	
Communicate Understanding	58.3%	54.7%	39.4%	35.6%	
Making Connections	63.6%	44.5%	52.8%	49.0%	
<b>% of Students Meeting Standard</b>	<b>52.2%</b>	<b>51.1%</b>	<b>54.3%</b>	<b>49.5%</b>	<b>49.3%</b>

### Science- trend by strand

WASL	05-06	06-07	07-08	08-09	09-10
Systems of Science	33.4%	30.2%	38.1%	42.6%	40.8%
Inquiry in Science	50.3%	40.8%	53.0%	53.7%	63.7%
Application of Science	46.1%	31%	53.0%	48.3%	48.7%
<b>% of Students Meeting Standard</b>	<b>41.8%</b>	<b>33.7%</b>	<b>37.3%</b>	<b>43.4%</b>	<b>52.7%</b>

**HSPE Data- WESCO North**

School	Reading	Writing	Math	Science
Arlington	86.2%	91.5	44.4%	47.0%
Marysville	77.5%	85.1%	30.0%	36.4%
Monroe	83.5%	90.1%	44.6%	50.0%
Snohomish	85.8%	89.9%	42.3%	45.7%
Stanwood	86.1%	91.7%	45.5%	45.9%
Lake Stevens	89.3%	95.0%	49.3%	52.7%

COHORT WASL DATA

LSHS- Current Cohorts

CLASS OF 2010  
(2008 10<sup>th</sup> WASL)

4<sup>th</sup> grade (2001) 7<sup>th</sup> grade (2005) 10<sup>th</sup> grade (2008)

Reading	77.7%	70.5%	89.9%
Writing	46.4%	63.1%	90.3%
Math	50.3%	50.9%	54.3%

CLASS OF 2011  
(2009 10<sup>th</sup> WASL)

4<sup>th</sup> grade (2002) 7<sup>th</sup> grade (2006) 10<sup>th</sup> grade (2009)

Reading	66.7%	67.2%	89.1%
Writing	50.6%	57.3%	92.1%
Math	51.3%	45.8%	49.5%

CLASS OF 2012  
(2010 10<sup>th</sup> HSPE)

	4 <sup>th</sup> grade (2003)	7 <sup>th</sup> grade (2007)	10 <sup>th</sup> grade(2010)
Reading	65.6%	78.0%	89.3%
Writing	59.0%	71.5%	95.0%
Math	57.1%	54.2%	49.3%

CLASS OF 2013  
(2011 10<sup>th</sup> HSPE)

	4 <sup>th</sup> grade (2004)	7 <sup>th</sup> grade (2008)	10 <sup>th</sup> grade (2011)
Reading	77.6%	61.7%	?
Writing	59.8%	71.1%	?
Math	60.8%	54.9%	?

SAT Attendance

	2006	2007	2008	2009	2010
Lake Stevens	173	219	197	200	171
Washington State	34,150	34,638	36,306	36,687	37,631
Total Group	1,465,744	1,494,531	1,518,859	1,530,128	1,547,990

## **DATA ANALYSIS LEADING TO IDENTIFICATION OF ACADEMIC IMPROVEMENT GOALS**

*{Briefly describe your analysis of the data and identified areas for improvement leading to your development of SIP goals}*

**Mathematics** – Although the state average in math decreased by almost 4%, our scores only decreased slightly. Compared to schools with similar demographics we have made slight gains over the past two years. Despite this, we feel that we are still underperforming in mathematics. The algebraic and number sense strand was our biggest area of challenge with only 41.8% of our students meeting standard. We did not perform well in processing problems where students were asked to show work and explain answers. Just 39.1% of our students met standard in the process skills strand.

**Reading-** We feel like we have stagnated in reading, making only a slight gain this past year. We feel that we really need to work hard on student’s reading for comprehension in informational text. Teachers in all departments will adopt reading strategies that will develop student’s comprehension and understanding of informational text. Having our staff focus on strategies for reading vocabulary rich informational text with an emphasis in post reading comprehension will have the greatest benefit for all students. Reading and comprehending informational text is a very important skill to have in college or in technical schools. Only 61.7% of students met standard in reading on the 7<sup>th</sup> grade WASL from the class of 2013 cohort. Even though 74% met standard in their 8<sup>th</sup> grade year, this represents the lowest number of students meeting standard over the past 4 years.

**Writing** – Our staff is very proud of our writing scores which are among the best in the state. Our writing CBA is scheduled for early December so that we can target specific students for enrichment in the writing process. We also have seen that our students can do a better job of writing to persuasive prompts. This will also be an area of focus.

**Science-** We continue to make gains in science simply because our students are taking the test more seriously. Now that the test counts for graduation we feel that these gains will continue and be similar to the gains that we saw in 2006 when reading and writing were first a graduation requirement for the class of 2008. Most of our sophomore students are enrolled biology where teachers employ the inquiry method and have their students work on writing hypotheses. Our teachers will need to look critically at the systems of science strand and do some earth science review as the test date comes closer.

## **FOCUS ON LEARNING**

### **GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS**

#### **ACADEMIC CONTENT GOAL: MATHEMATICS**

#### **STUDENT ACHIEVEMENT PROBLEM:**

*Algebraic and Number sense based on the HSPE strand data from the 2009-2010 school year. Only 41.8% of Lake Stevens High School students met standard in this strand. 52.7% of sophomore students met standard in measurement and geometric sense.*

#### **STUDENT ACHIEVEMENT GOAL {SMART GOAL}:**

*Goal #1: 65% of Lake Stevens High School sophomores will pass the End of Course Assessment in geometry.*

*Goal #2: 60% of Lake Stevens High School sophomores will pass the End of Course Assessment in algebra.*

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness	Results
1	Align Geometry and Algebra with new End of Course exam specifications. Align teaching sequence of content in the test specs with text and map out teaching strategies.	<ul style="list-style-type: none"> <li>➤ Classroom teaching and formative assessment practices need to be aligned with the standards and the summative assessment.</li> <li>➤ Math teachers need to familiarize themselves with the new standards and have them become guideposts for their teaching</li> </ul>	<ul style="list-style-type: none"> <li>➤ We should observe teachers teaching to the same strand, same concept, with similar outcomes in each Geometry and Algebra course that we observe.</li> <li>➤ Teachers will be teaching to mastery. We should observe corrective teaching following each formative assessment</li> <li>➤ Formative assessments and CBA's will be aligned with standards</li> <li>➤ Collaborative meetings will focus on student data and remediation.</li> <li>➤ Unit tests will be horizontally and vertically aligned</li> </ul>	



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<b>2</b>	<p>Reinstitution of Collection of Evidence for End of Course Assessments</p>	<p>Before Collections of Evidence were eliminated by the state 2 years ago, we had tremendous success having students meet standard through this avenue. We submitted over 179 COE's with a high rate of success over a two year period. We will need to see the state specifications for the COE's under the new EOC's- then align our assignments with the demonstration standards and submit to the state a body of portfolio assignments.</p>	<ul style="list-style-type: none"> <li>➤ Generate new Collection of Evidence assignments aligned with new standards in Algebra and Geometry classes.</li> <li>➤ COE's readied for submission in Intermediate Algebra</li> <li>➤ System for COE's in place by the end of the year and portfolio's will be assembled.</li> </ul>	
<b>3</b>	<p>Continue with Geometry Classroom Based Assessments.</p> <ul style="list-style-type: none"> <li>➤ Re-align CBA's with new standards</li> <li>➤ CBA's will be given quarterly</li> <li>➤ Analyze student performance data</li> <li>➤ Provide remediation for students who do not meet standard.</li> </ul>	<p>CBA's were developed in Geometry last year as a formative assessment tool to generate data as a discussion point for student work, lesson effectiveness, and best practices in the classroom. The CBA's generated data that were tied to the standards and informed instruction.</p>	<ul style="list-style-type: none"> <li>➤ CBA data collected.</li> <li>➤ Students will take advantage of after-school tutoring.</li> <li>➤ Observe corrective teaching in classrooms.</li> </ul>	
<b>4</b>	<p>Tutoring after school open to all math students.</p>	<p>Tutoring will be offered three days a week to students who need remediation in math. Most of the tutoring will be generated by CBA data. Some tutoring will be generated by teacher recommendations and some will be generated by students and parents.</p>	<p>Students will access tutoring and as a result, their performance in their math classes will show improvement.</p>	

# **FOCUS ON LEARNING**

## **GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS**

### **ACADEMIC CONTENT GOAL: Reading**

**STUDENT ACHIEVEMENT PROBLEM:**

*Our challenge is to have our whole staff adopt some simple strategies for reading and comprehending informational text.*

**STUDENT ACHIEVEMENT GOAL {SMART GOAL}:**

*High School Proficiency Exam scores for sophomores will increase by 5.7% to 95%*

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness	Results
1	We will have a professional development focus on two of the 11 reading targets that will allow our whole faculty to zero in on reading informational text. Each academic department will adopt reading strategies that will be part of their Department Action Plans.	Focusing student reading for informational text will not only help increase scores on the HSPE but also assist students as they prepare for post-secondary education.	<ul style="list-style-type: none"> <li>➤ We will observe teachers using source documents in their teaching discipline as the basis for extended writes.</li> <li>➤ Reading strategies on Department Action Plans.</li> <li>➤ Observe specific reading strategies in classrooms.</li> </ul>	
2	We will continue with our reading and writing Classroom Based Assessments.	These formative assessments give teachers and students very valuable feedback about which reading and writing strands that they accel and those that they need work in.	<ul style="list-style-type: none"> <li>➤ Teachers will use the data to specifically address student weaknesses.</li> <li>➤ Students will make improvement between the CBA scoring in December and the HSPE in March.</li> <li>➤ Students can verbalize which reading and writing strands that they need to specifically work on.</li> </ul>	

## **FOCUS ON LEARNING**

### **GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS**

**ACADEMIC CONTENT GOAL: Writing**

**STUDENT ACHIEVEMENT PROBLEM:**

*87.2% of Lake Stevens High School students met standard in Persuasive writing.*

**STUDENT ACHIEVEMENT GOAL {SMART GOAL}:**

*High School Proficiency Exam scores for sophomores will increase by 1.5% to 96.5%*

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness	Results
1	All teachers will assign at least one persuasive writing prompt in each class that they teach. Teachers will score the writes and make comments about the ability of the students to persuade their audience.	In order to become more proficient at responding to persuasive prompts, students must practice and receive feedback from multiple sources.	<ul style="list-style-type: none"> <li>➤ The writing that students will turn in for their 6-trait prompts will be more focused and efficient. The papers will state the problem clearly and offer evidence to persuade the reader.</li> <li>➤ Elevated scores on the persuasive prompts on the High School Proficiency Exam.</li> </ul>	
2	Professional Development will be designed and presented to staff to help them calibrate their scoring of 6-trait writing papers that are given to students by each teacher 3 times per year.	This professional development will help create rater reliability amongst the faculty and help our students have confidence to score student work effectively.	<ul style="list-style-type: none"> <li>➤ There will be like comments on student papers.</li> <li>➤ Non-Language Arts teachers will make comments on student papers about conventions and content, organization, and style.</li> </ul>	

## **FOCUS ON LEARNING**

### **GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS**

**ACADEMIC CONTENT GOAL: Science**

**STUDENT ACHIEVEMENT PROBLEM:**

*40.8% of Lake Stevens High School sophomores met standard in Systems of Science.*

**STUDENT ACHIEVEMENT GOAL {SMART GOAL}:**

*High School Proficiency Exam scores for sophomores will increase by 12.3% to 65%*

Action Step	Specific Activities/Strategies to Reach Academic Goal	Rationale	Evidence of Effectiveness	Results
1	Biology teachers will align and adopt common assessment questions, labs and lab write ups to use as formative assessment tools for students in all Biology classes.	<ul style="list-style-type: none"> <li>➤ To determine the effectiveness of teaching strategies among teachers.</li> <li>➤ To intentionally work with a common vocabulary, standards, and expectations for learning, and then generate assessment data that will focus teacher instructional practices.</li> </ul>	We will see and hear teachers using the same vocabulary, in the same labs, and assessing their students with the same purpose.	
2	The Science Department teachers will write and adopt a new course in preparation for End of Course exams in Biology in 2012. This new course will be designed for students who have failed or received a low grade in Physical Science and need to learn Biology concepts at a slower pace with an emphasis on big ideas and broad concepts.	<ul style="list-style-type: none"> <li>➤ OSPI will be switching to an end of course assessment in Biology by the spring of 2012.</li> </ul>	A new course will be before the Curriculum Commission in the spring. Every student will take Biology by the end of their sophomore year.	

## DEVELOPING EXCELLENCE IN STAFF

### GOALS, ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

#### Staff Professional Development Goal: Using Data to Improve Instruction

*{Focus on Powerful Teaching and Learning strategies and staff collaboration}*

GOAL (SMART GOAL):

*All Lake Stevens High School teachers who teach like courses will have at least one common assessment that will serve as a basis for conversations about student work.*

Action Step	Specific Activities/Strategies to Reach Target Goal	Rationale	Evidence of Effectiveness	Results
1	Lake Stevens High School teachers will collaborate on at least one common assessment in each content area and use the data from that assessment to discuss student learning.	We would like our teacher to look more critically at data related to student work and to be able to adjust their instruction based upon what they learn.	<ul style="list-style-type: none"> <li>➤ Teachers will be using collaborative time to talk about student achievement data.</li> <li>➤ Teachers will make changes to their curriculum, teaching practices, or confirm assessment effectiveness relative to the standards. This will happen in discussions with administrators.</li> </ul>	
2	Professional Development on how to use data to differentiate instruction.	It is one thing to have the data and it is another thing altogether to know what to do with it. We would like our teachers to be able to move beyond just glancing at the data and reflecting on it (which is valuable) to taking steps to affect student achievement in the classroom through best practices.	<ul style="list-style-type: none"> <li>➤ Teachers will be discussing student data routinely.</li> <li>➤ We will observe teachers differentiate their teaching to include corrective strategies for students who score low on assessments.</li> </ul>	

## DEVELOPING PARENT AND COMMUNITY PARTNERSHIPS

### ACTION STEPS, RATIONALE, ACCOUNTABILITY, RESULTS

**Parent Partnership Goal(s): All Lake Stevens High School students and families will be targeted for outreach education on graduation requirements and college readiness.**

Action Step	Specific Activities/Strategies to Reach Target Goal	Rationale	Evidence of Effectiveness	Results
1	We want to more effectively communicate and be intentionally inviting to a more heterogenous audience for all of our outreach programs that inform students about graduation requirements and college readiness requirements.	Just above 25% of Lake Stevens High School students go right to a four year college. Another 30% will go to community college. 55% of our high school seniors are going directly to college after high school.	Increase our college direct number as measured by the BERC Group in <a href="http://www.collegetracking.com">www.collegetracking.com</a> . Also increase the number of students indicating direct college on their exit form.	
2	Increase Hispanic outreach programs.	Our Hispanic students perform much better on the state assessment than the state average. (90% to 62% pass rate in reading, 40% to 20% in math, and 94% to 75% in writing). We want to continue to bring parents and students on campus to talk about graduation, college readiness, and financial aid.	The number of parents and students who attend our Hispanic parent nights will increase.	
3	Expand Communication for: <ul style="list-style-type: none"> <li>➤ Beyond High School Night</li> <li>➤ FAFSA night</li> <li>➤ Parent nights</li> <li>➤ Orientation for incoming 10<sup>th</sup> graders and their parents</li> <li>➤ Senior coffee talks in Career Center</li> <li>➤ College scholarships.</li> </ul>	We had 460 students and their parents on campus for Beyond High School night, 120 students for FAFSA night, and 350 students and parents for sophomore orientation.	Increased numbers at outreach programs	