

# **EXCELSIOR HIGH SCHOOL**



## **SCHOOL IMPROVEMENT PLAN 2011-2012**

Washougal School District 112

**Excelsior High School**  
**2011-12 School Improvement Plan**

School's Mission Statement

To provide a positive, safe, respectful learning environment for students who want or need an alternative learning experience.

School's Vision Statement

Excelsior High School will respect and meet the needs of the whole student by fostering a caring, creative, intellectually challenging and engaging environment, where all students will have opportunities to succeed.

School Goals

1. To improve the number of students meeting standard on the Reading and Writing HSPE to 90% and on the Math EOC 1 & 2 and Science EOC to 70%.
2. To improve our graduation for the class of 2012 to 75%.
3. To create a learning environment in which technology is integral part of 80% of the students activities at all grade levels and in all content areas.

Signatures

Aaron Hansen  
Aaron Hansen, Principal

11/30/11  
Date

Trudy Tkach  
Trudy Tkach

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Lemecia Lindsey  
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**EXCELSIOR HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2011-12**

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# Narrative – Excelsior High School 2011-12

## Part I: A Clear, Shared Focus

The components of our Professional Learning Community include:

1. A collaborative team focused on the mission, vision, and goals of the school.
2. The fundamental purpose of the school is personalized student learning.
3. Three central questions drive school improvement:
  - a. What is it we want students to know?
  - b. How will we know when they've learned it?
  - c. What will we do if they did not learn it?
4. Staff collaboration is a critical element to the learning and support that takes place at EHS.
5. A system of interventions to promote student achievement is a critical element to the school improvement plan.
6. Celebrating all successes is part of the school culture.

The goals of the Professional Learning Communities at Excelsior High School for the 2011-12 School Year are to:

- Develop courses that will give students the greatest opportunity to successfully improve and develop essential skills.
- All courses will be aligned with state standards.
- All courses will integrate reading and writing skills to increase literacy.
- Essential outcomes will be developed for each semester course.
- Students will be regularly assessed and the data from assessments will be analyzed to improve teaching, learning and individualized support.
- Develop SMART goals around reading, writing, math and science across content areas to implement strategies that improve student learning.

The data and analysis described below will indicate trends and identify individual strands that EHS will address with specific strategies and action steps for school improvement.

**1. Describe the data that was used and how it clarified the school’s needs for improvement.**

**HSPE Test Analysis - Reading Standard**

In 2010-11, the number of students who took the Reading HSPE was less than the number required in order to publish results. As a result of this, we do not have 2010-11 Reading data to share. The goal for the 2011-12 school year is to have 90% of Excelsior students proficient or higher on the Reading HSPE.

**Reading Strategies to Address and Implement for School Improvement**

**HSPE Reading Strategies**

The EHS Professional Learning Community reviewed the HSPE Reading Data, wrote a SMART Goal and identified strategies and action steps to address deficiencies.

<b>Reading Goals</b>	<b>Strategies &amp; Action Steps</b>	<b>Evidence of Effectiveness</b>
<p>-Teachers will effectively increase student comprehension, analysis and interpretation, critical thinking skills in both literary and informational text</p>	<ul style="list-style-type: none"> <li>- Specific, research-based reading strategies will be identified and incorporated into all courses</li> <li>-Reading curriculum will be developed that integrates reading across content areas</li> <li>-Reading curriculum will focus on meta-cognition and interpretive analysis of various texts.</li> <li>-Reading of text and/or literature will take place daily</li> <li>-Students will have weekly opportunities to dialogue, discuss and demonstrate comprehension, analysis and interpretation of their reading</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement of students’ scores on classroom-based formative and summative assessments that reflect reading comprehension</li> <li>-Assignments and dialogue with students will reflect increased comprehension, analysis and interpretation skills</li> <li>-Student self-assessment will demonstrate an increased understanding of comprehension, analysis and interpretation.</li> <li>-HSPE Reading scores will increase to 90%.</li> </ul>

**HSPE Test Analysis - Writing Standard**

**Data –Analysis**

In 2010-11, the number of students who took the Writing HSPE was less than the number required in order to publish results. As a result of this, we do not have 2010-11 Writing data to share. The goal for the 2011-12 school year is to have 90% of Excelsior students proficient or higher on the Writing HSPE.

**Writing Strategies to Address and Implement for School Improvement**

**HSPE Writing Strategies**

The EHS Professional Learning Community reviewed the HSPE Writing Data, wrote a SMART Goal and identified strategies and action steps to address deficiencies.

<b>Writing Goals</b>	<b>Strategies &amp; Action Steps</b>	<b>Evidence of Effectiveness</b>
<p>-Teachers will effectively increase student writing skills in content, organization, style and conventions through various modes of writing.</p>	<p>- Students will write on a daily basis in every class.</p> <p>-Common writing rubrics that include content, organization, style and conventions will be used for writing assignments</p> <p>-All project classes will include instruction that incorporates writing and research skills.</p> <p>-Math and Science project courses will include writing assignments to describe and analyze problem solving, mathematical understanding and connections.</p> <p>-All science classes will include the scientific method of technical writing.</p> <p>-Students will be given the opportunity to express themselves and develop writing skills through activities such as: journaling, free-writing, self-evaluation and peer reviews.</p>	<p>-Improvement of students' scores based on daily formative and/or summative classroom based writing assessments</p> <p>-Improvement of students' scores on a variety of writing genres.</p> <p>-Assignments and dialogue with students will reflect increased understanding and mastery of skills</p> <p>-HSPE Writing scores will be 90%.</p>

## EOC 1 & 2 Test Analysis - Mathematics Standard

47.1% of our students who took the End of Course 1 exam in mathematics met standard. EHS did not have any students take the End of Course 2 exam, so we do not have any data for the EOC 2.

### EOC 1 Data:

We had eight students take the math EOC 1 exam. Out of the eight students 3 received a Level 1 score, 1 student received a Level 2 score, 2 received a Level 3 score and 2 received a Level 4 score.

	<u>% Below</u>	<u>% Above</u>
Numbers/Operations/Expressions/Variables	62.5	37.5
Linear Equations/Inequalities	50	50
Characteristics/Behaviors of Linear/Non-Linear Equations	75	25
Data/Statistics	50	50
Course-Specific Content	71.4	28.6

### Data –Analysis

Washougal School District had 58% meet standard on the EOC 1 exam and the state had 64.3% meet standard on the EOC 1 exam.

Our strongest strand areas were Linear Equations & Inequalities and Data & Statistics. Our lowest strand areas were Characteristics/Behaviors of Linear and Non-Linear Equations and Course-Specific Content.

This was the first time for us taking the EOC 1 exam. We now have a better understanding about the exam and what areas we can now focus. It is evident to us that in each strand area we have deficiencies.

## Math Strategies to Address and Implement for School Improvement

### Math EOC 1 & 2 Strategies

The EHS Professional Learning Community reviewed the HSPE Math Strand Data, wrote a SMART Goal and identified strategies and action steps to address deficiencies.

Math Goals	Strategies & Action Steps	Evidence of Effectiveness
-Teachers will effectively increase student math skills through development of a curriculum that focuses on specific skill areas, identifies skill	-All students will be assessed to determine specific skill deficits  -9 week math courses will focus on the math strands, specifically those strands that we have shown as	-Improvement of students' scores on formative and summative classroom based assessments  -Improvement of student scores on math assignments

deficits and provides interventions to support learning	<p>areas of weakness.</p> <p>-End of Course preparation assignments will be integrated within each math class</p> <p>-A pyramid of interventions including specialized instruction, one-on-one tutoring, peer tutoring and supplemental instruction will be individually implemented with students as needed</p>	-End of Course Math scores will meet or exceed state scores
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### HSPE Test Analysis - Science Standard

#### Data –Analysis

For the 2010-11 school year, we had 27.3% of our students meet standard on the science HSPE last year. Although the number of students meeting standard is not as high as we want it, it still reflects improvement over the previous years. We feel this is movement in a positive direction.

We had ten students take the Science HSPE. Of the 10 students, we had 3 get a Level 1, 4 students received a Level 2, 3 students received a Level 3 and no students received a Level 4.

We had 40% of our students met proficiency in the strand area of Systems of Science, 10% met standard in the strand area of Inquiry of Science and 40% met standard in the strand area of Application of Science.

#### EOC Science Strategies

The EHS Professional Learning Community reviewed the HSPE Science Strand Data, wrote a SMART Goal and identified strategies and action steps to address deficiencies.

Science Goals	Strategies & Action Steps	Evidence of Effectiveness
-Teachers will effectively increase student science skills through continued development of a curriculum alignment to standards, focused on specific skill areas, identified skill deficits and	<p>-All students will be assessed to determine specific skill deficits.</p> <p>-9-week science courses will focus on the science strands, specifically systems of science, inquiry of science, and</p>	<p>-Improvement of students' scores on formative and summative classroom based assessments</p> <p>- Improvement of student scores on science assignments</p>

<p>provides intervention to support learning.</p>	<p>application of science.</p> <ul style="list-style-type: none"> <li>-HSPE preparation assignments will be integrated within each math class</li> <li>-A pyramid of interventions including specialized instruction, one-on-one tutoring, peer tutoring and supplemental instruction will be individually implemented with students as needed</li> </ul>	<p>-HSPE science scores will meet or exceed state scores</p>
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**Graduation Rate Goal Strategies:**

<b>Graduation Goal</b>	<b>Strategies &amp; Action Steps</b>	<b>Evidence of Effectiveness</b>
<p>-We will increase the likelihood students will graduate from Excelsior on-time.</p>	<ul style="list-style-type: none"> <li>-All students will track their academic progress on a weekly basis</li> <li>-Academic Intervention is provided 8 times per year</li> <li>-Students will meet regularly with Lemecia Lindsey, EHS counselor and/or EHS staff to review and revise their plan based on their academic progress.</li> <li>-All EHS students have a student learning plan</li> </ul>	<ul style="list-style-type: none"> <li>-During the bi-yearly student-led conferences, students will be able to discuss their academic progress and future learning goals</li> <li>-The EHS graduation rate will increase to 75%</li> <li>-Individual Student Learning Plans will be signed monthly by students</li> </ul>

## Technology Goal Strategies:

Graduation Goal	Strategies & Action Steps	Evidence of Effectiveness
<p>-We will increase the student's use of technology on a daily basis</p>	<p>-All students will track their academic progress on a weekly basis using their own Skyward online account</p> <p>-Students will present research and information using powerpoint and imovie</p> <p>-Students can research other technology such as their own Smart Phones.</p> <p>-Students will be fulfilling their 4-year Plan and Beyond using their online Career Cruising account</p> <p>-All students will successfully complete at least one online course</p>	<p>-Students' transcripts will reflect an online course</p> <p>-Students will have examples of assignments/projects completed using technology</p>

## Part II: Strategies and Action Steps (The 9 Characteristics of High Performing Schools)

### 1. Clear and Shared Focus/ Data Analysis

- Addressed in Part 1 of the Improvement Plan

### 2. High Standards and Expectations

- Collaborate to develop a school environment that is conducive to learning
- Develop a system of interventions to promote student achievement
- Develop specific nine week courses that focus on the development of essential skills
- Align all curriculum to state standards
- Integrate daily reading and writing skills throughout the curriculum to increase literacy
- Analyze the data from assessments to improve instruction
- Develop SMART goals around reading, writing and math across content areas to implement strategies that improve student learning

### 3. Effective School Leadership

- The principal advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth
- All members of the EHS Team are valued and respected
- The principal encourages leadership capacity by providing opportunities for growth to all members of the EHS Team

#### 4. High Levels of Collaboration

- All EHS Team members meet weekly in collaboration for the purpose of improving instruction.
- Teachers meet additionally on a weekly basis with the principal.
- All EHS Team members operate as a community of professional learners, continuously expanding their expertise.
- All members of the EHS Team will analyze results of assessments to revise curriculum and instructional practices.

#### 5. Curriculum, Instruction, and Assessment Aligned with Standards

- The EHS Team will focus on aligning their curriculum, instruction and assessment with state standards.
- The team uses data from assessments to develop specific, focused courses to improve learning.
- SMART goals have been developed to address reading, writing and math deficiencies and strategies have been identified to increase student preparedness for the HSPE and classroom based assessments.

#### 6. Frequent Monitoring of Teaching and Learning/Use of Resources and Adaptations

- The principal observes teaching and learning 2 times per week.
- Classroom instruction focuses on student learning, self-assessment and awareness of learning targets.
- All staff members are encouraged to collaborate on teaching and learning.
- Analysis of student achievement on assessments is a primary focus.
- Teaching is adjusted based on frequent monitoring of student progress.
- Assessment results are used to focus and improve instructional programs.

#### 7. Focused Professional Development

##### **Administration**

- The principal will work with EHS staff to identify professional development needs and encourage opportunities for team members to grow professionally.
- The principal will promote professional development that focuses on alternative learning, assessments and learning targets.

## **EHS Team**

- The EHS team will function as a Professional Learning Community to assist the principal in identifying building-wide professional development needs and generating strategies to meet the needs of the students and staff to successfully achieve at Excelsior High School

### 8. Supportive Learning Environment/Student Engagement

- Instruction is personalized and small learning environments are used to positively impact student relationships with teachers.
- A weekly mandatory intervention is targeted toward students who are not meeting standards based on continuous evaluation of student performance/progress.
- We have created an additional learning space where students who are able to work solely on Aventa. Aventa is our online curriculum program. This has opened up our computer lab to allow more students use of technology.

### 9. High Level of Community and Parent Involvement/Engagement

#### **Parent Contact and Input**

- Student/Parent Orientations
- Open House for parents and community
- Mandatory Fall and Spring Student-led conferences with parent/guardian
- Website
- Regular communications with parents by phone and email

#### **Community Involvement**

- Senior Project Panels
- Senior Project Mentoring
- Student Internships
- Student Community Service Internships
- Service Learning Projects

## **Part III – Technology Strategies and Action**

### Teacher Integration

Two teachers completed a technology survey last year for the district and state. The total score received back was a "3". This score places our staff in the transformational range of utilizing technology as seen in the scale below.

SCALE =     0 - 1   emerging with the integration of technology into the instructional environment  
              1 - 2   adaptive with the integration of technology into the instructional environment

2 - 3 transformational with the integration of technology into the instructional environment

### **Technology and Learning:**

Students use computers on a daily basis through their coursework.

Students will research, word process, and present using a variety of computer applications including powerpoint and imovie.

Presentations are for meeting course expectations as well as providing school-wide information.

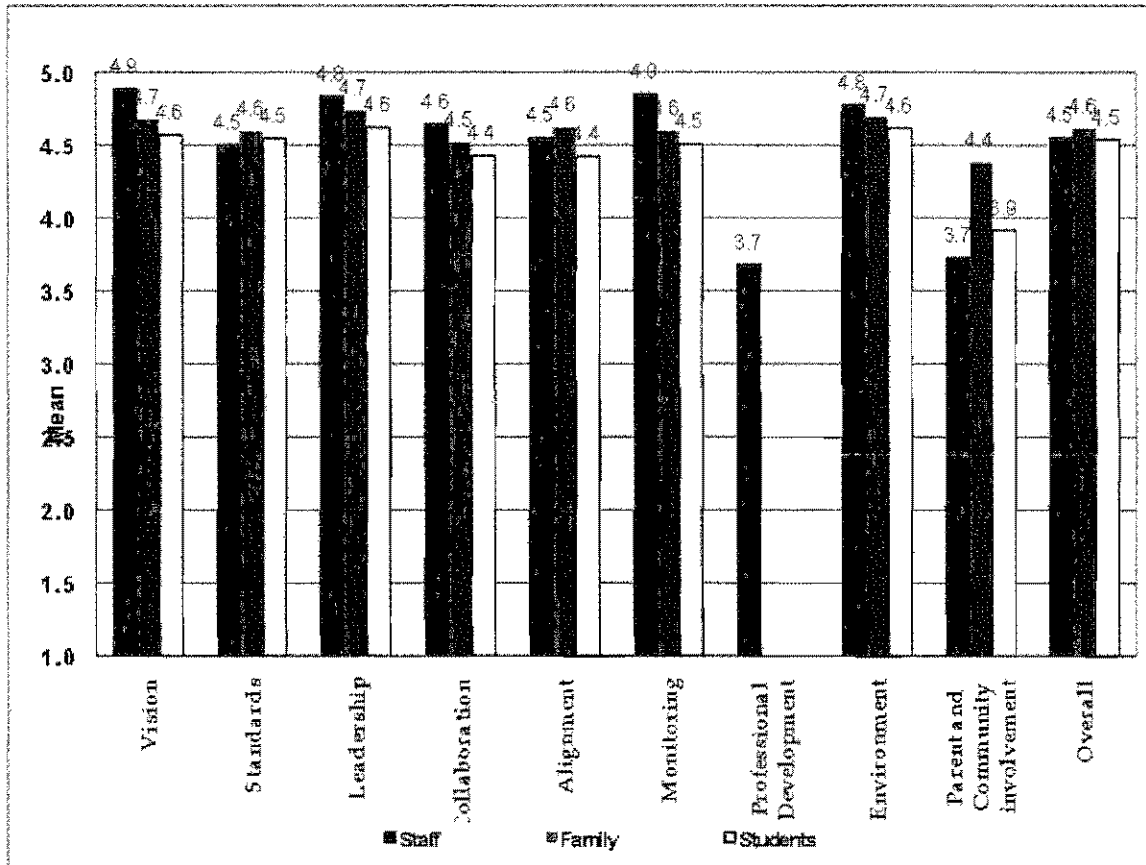
**Staff Technology Goal: To continue to have 100% of our teachers at level 3 by the end of the 2011-12 school year.**

### **Strategies:**

- EHS will include in its yearly professional development goals, a self assigned goal in the area of technology integration.
- Les Brown will present information regarding the technology survey and technology professional development available throughout the year.
- Staff will be encouraged to attend district sponsored and provided technology workshops.

## Survey Perception Data-Staff, Parent and Student

Teachers, parents, and students did not complete a survey in the spring of 2011 to provide information on how they perceived Excelsior High School based on the Nine Characteristics of High Performing Schools. Staff, parents and students rated the different characteristics on a five-point scale: "agree completely" (5), "agree mostly" (4), "agree moderately" (3), "agree slightly" (2), and "don't agree at all" (1). The summary of the surveys is below.



### Data-Analysis

- Families rated EHS highest in the areas of Leadership and Environment.
- Staff rated EHS highest in the areas of Vision and Monitoring.
- Students rated EHS highest in the areas of Environment and Leadership.
- There were only three scores lower than 4.0 and they were in the area of Parent and Community Involvement and Professional Development.

