

# Washougal High School



LAP Plan  
2011-2012

## **Planning Team**

Fill in the information for your building. Who were the members of the team – include parents and community members?

**Aaron Hansen-Principal**

**Carol Boyden-Associate Principal**

**Jay Jenkins-Math Teacher**

**Teresa Nelson-Para-educator**

**Tracy Wester-Para-educator & Parent**

**Marsha Spencer – CTE Director**

**Amanda Klackner – PAC representative**

**Cheryl Trent- ELL Technician**

**Stephanie Watts- Teacher and Administrative Intern**

**Owen Sanford-Counselor**

**Christina Mackey-Counselor**

**\*indicates members of the Building Leadership Team**

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## 1. Comprehensive Needs Assessment

During the 2010-11 school year the services provided to the students who we identified for our Learning Assistance Program included:

1. Funded a para-educator to work with Integrated Algebra I students during class and Panther Time. The role of the para-educator was to support students by:
  - Breaking down concepts into sub-skills and assignments down into smaller parts.
  - Helping students see connections from concept to concept or skill to skill.
  - Work with students one on one or in small group during the class or Panther Time.
  - Assessment diagnostic (problem by problem prior to student re-testing).
2. Funded licenses for Read 180, which is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. This program directly addressed individual needs through adaptive instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills.
3. Seniors who had not met standard on the HSPE in Reading and Writing worked with 2 certified teachers for a total of five school days during 1<sup>st</sup> semester. These students developed their Collection of Evidence, which was submitted February 2012.
4. Ten Aventa Credit Recovery licenses were purchased for Extended Time Credit Recovery occurring from 2:25-3:30. This is for credit deficient students taking a full schedule.
5. Funded a para-educator to work 2.5 hours per week to work with the 11<sup>th</sup> and 12<sup>th</sup> graders taking Aventa courses after school.

**Table 1: Core Program Description**

Core Materials/Strategies	Content area (R or M)	Grade(s)	How much time?	How many days/week?
English classes	R	9- 12	50 min/day	5
Int I, Int II, Int III, Applied Math, Financial Fitness, Pre-calculus, AP Calculus AB/BC	M	9-12	50 min/day	5

(Refer to Appendix A: Disaggregated HSPE/EOC data

What are the strengths of these programs?

Reading/Writing (Writing is included because it is a state requirement for graduation)

The majority of our students are passing both the Reading and the Writing HSPE. We have set a goal of 90% passage rate for all students and are still working to meet this goal. We had several students pass the HSPE after taking Reading 180. Our overall strength is in Conventions.

	Strand	Did Not Meet
Reading	Comprehension	18.9
Reading	Analysis	18.5
Reading	Literary Text	19.8
Reading	Critical Thinking	17.1
Reading	Informational Text	19.4
Writing	Purpose to Explain	14.8
Writing	Purpose to Persuade	19
Writing	Content/Organization/Style	21.8
Writing	Conventions	9.7

### Math

Our goal in math for the 2010-11 school year was 70% of our students meeting standard on both the EOC 1 and EOC 2 exam. The strength of our program in both Integrated I and II include the alignment to the math PE's. The math department has worked very hard at ensuring our alignment in preparation for the EOC exams in June.

	Strand	Did Not Meet
EOC 1	Number/Operations/Expression/Variables	51.6
EOC 1	Linear Equations/Inequalities	47.5
EOC 1	Characteristics/Behaviors of Linear/Non-Linear Functions	48.4
EOC 1	Data/Statistics	43.4
EOC 1	Course-Specific Content	81.4
EOC 2	Logical Arguments/Proof	47.7
EOC 2	Proving/Applying Properties of 2-Dimensional Figures	34.1
EOC 2	Figures in a Coordinate Plane/Measurement	22.7
EOC 2	Course-Specific Content	62.5

What are the concerns related to these programs?

### Reading/Writing

We fell short of our own goal of 90% passage in all strand areas. We need to pay particular attention to Content/Organization/Style in the Writing strands and both Literary Text and Informational Text in the Reading strands.

### Math

We were below our goal in every strand except Figures in a Coordinate Plane/Measurement for Integrated II and Course-Specific Content for Integrated I. We were close in Proving/Applying Properties of 2-Dimensional Figures. Regarding the EOC 1 exam, our weakest strand was Data/Statistics, followed by Linear Equations/Inequalities, Characteristics/Behaviors of Linear/Non-Linear Functions and finally Number/Operations/Expressions/Variables.

**Table 2: Supplemental Programs** (Check the area in which you provide targeted services and identify programs that you use.)

Reading		Mathematics	
Para-educator tutoring in reading and writing 2 hours per week	Read 180- 2 periods daily	Math para-educator working with LAP math students during class.	Mathematics Intervention Class during Panther Time
Collection of Evidence-40 hours		Math Consultant-3 days/week (funded by CTE)	

**Table 3: Supplemental Programs Description**

Intervention	Grade(s)	Frequency (Time and #days/wk)	Total # of Students	Ratio Adults: Students
Collection of Evidence	12	5 days	20	1:7
Extended Day Credit Recovery	9-12	3 days/week	15	1:15
Read 180	9	100 min x 5 days per week	10	1:10

What are the strengths of these programs?

### Reading/Writing

Seven out of eleven students who took Read 180 during their 9<sup>th</sup> grade school year met standard on the HSPE-2011.

### Credit Deficient/Students not meeting state standards

100% of the students who submitted a Collection of Evidence met standard on Reading and Writing.

20.5 credits were earned by nine students in Extended Day credit recovery program.

### Math

We had an increase of students passing Integrated Algebra I second semester of 18% from the previous year.

What are the concerns related to these programs?

### Reading/Writing

We are concerned about students who we believe qualify for Read 180 based on their MSP scores, but their parents are not supportive of the students being in the class

We would like to see more students take advantage of this program.

The block schedule of this class creates additional conflicts in our master schedule.

## **Math**

We are concerned about End of Course Exam 1 results from 2011.

We are exploring other ways to use our para-professional as well as professional development for our math teachers.

Summarize Survey Data (Appendix B)

## **2. School wide Reform Strategies**

### **Reading/Writing**

Four days of concentrated Collection of Evidence work for students who qualify.

After school tutoring for students who qualify.

### **Credit Deficient-Extended Time Credit Recovery**

Tutoring (4 days) and after school credit recovery (3 days)

## **Math**

Professional development provided by a math coach to work with our Applied Math and Financial Fitness teachers.

### **Credit Deficient-Extended Time Credit Recovery**

Tutoring and after school credit recovery

**Action Plans: (See Appendix C)** Included in these plans are specific instructional strategies/practices, interventions, resources required, evaluation methods and professional development activities the building will use to enable students to meet the specific goals identified.

1. Math teachers will be provided specific professional development on how to work with struggling students: Consultant has been contracted/Evergreen Math Project/MAST Grant Project
2. Read 180 will be a two period instructional block for identified students: Teacher
3. A Para-professional will be available to work with qualified students for two hours per week  
after school hours: Para-professional available after school
4. A Math Para-professional will work in classrooms, as well as using a pull out approach when necessary for qualified students: Para-professional working daily
5. COE help: (4) days of intensified help in Reading and Writing for students who have not met standards for WA state.
6. Credit Recovery after school for students who are credit deficient.

The Evaluation used to monitor the success of these programs will be seen in better classroom grades, passage of the HSPE and EOCs, and/or passage of the COEs.

### **3. How We Ensure Instruction by Highly Qualified Teachers/Staff**

The district's human resources department reviews all employee files to ensure that teachers meet 'highly qualified' status within their current positions. In addition, they screen all applicants for new positions to ensure that only those teacher applicants who meet 'highly qualified' requirements are forwarded to building principals as potential candidates for new positions. This is similar to the process utilized when hiring para-educators - only those individuals meeting 'high qualified' requirements for a para-educator positions are forwarded to building principals for consideration of employment within all Title 1 schools.

- Highly Qualified Teachers: To be deemed highly qualified, teachers must have:
  - a bachelor's degree,
  - full state certification or licensure, and
  - prove that they know each subject they teach.
  
- Highly Qualified Para-educators
  - Have a high school diploma or a GED and complete 48 hours at an institution of higher learning **or**
  - Obtain an Associate's Degree or higher **or**
  - Pass a State approved assessment that assessed the ability to assist in instructing reading, writing and math

### **4. Professional Development Activities**

Professional development funds will be used to increase teacher effectiveness based on their Professional Development Goals and building goals.

### **5. Strategies We Use to Increase Parental Involvement**

- Parent representative on site leadership team
- Active PAC
- Updated school website and calendar
- On-Line Family Access
- Frequent email communication with parents
- Parent Conferences in Fall and Spring
- Monthly Parent Newsletter on the web site (green initiative)
- Parent Nine Characteristics Survey
- Teacher communication with parents
- Parent volunteers
- Open House
- Specific Class Parent Nights (Freshmen, Sophomore, Senior)
- Curriculum Night

## 6. How We Attract High-Quality, Highly-Qualified Teacher

The building works closely with district office personnel to ensure that all teachers in the district are aware of the increased opportunities for professional development for teachers assigned to this school. We only hire teachers who meet HQ status.

## 7. Plan for Assisting Students Transition between Grades

Our counselors go to each Middle School to assist students and parents with course selection prior to Forecasting for high school classes. In the Spring, the MS students visit WHS. Once here, they are matched with a mentor from our Star mentor program. The course guide is available online for parents. Forecasting information is provided to students, each student gets a course guide, forecasts, and then takes it home for parent approval.

## 8. How We Include and Train Teachers Regarding Use of Assessment

- Make data a part of an ongoing cycle of instructional improvement
- Establish a clear vision for school wide data use
  - Review student and school wide data through staff meetings and PLC meetings
  - Define critical teaching and learning concepts
  - Develop a written plan that articulates activities, roles, and responsibilities
- Provide supports that foster a data-driven culture within the school
  - Building leadership team facilitates dissemination of data as it relates to students
  - Dedicate structured time for staff collaboration
  - Provide targeted PD including articles of interest in improving student performance

## 9. How do we identify students for supplemental supports? How do we exit these students from program?

We decide which students need the help based on meeting state standards, identifying which students are credit deficient, and meeting the needs of our ELL populations.

We exit the students when they are on track for graduation, have passed the state standards in Reading/Writing/EOCs, and when the WLPT II has been passed by our identified ELL students.

## 10. How We Coordinate and Integrate Funds

The district utilizes federal (Title IIA, Title III, SPED), state (LAP, TBIP, BEA, COE reimbursement dollars), and local levy dollars to provide coordinated professional development. Building level plans are analyzed to determine common needs so that funds can be maximized. Program directors also examine building level data to provide targeted professional development and supplemental service supports.

Adequately Yearly Progress 2010-11

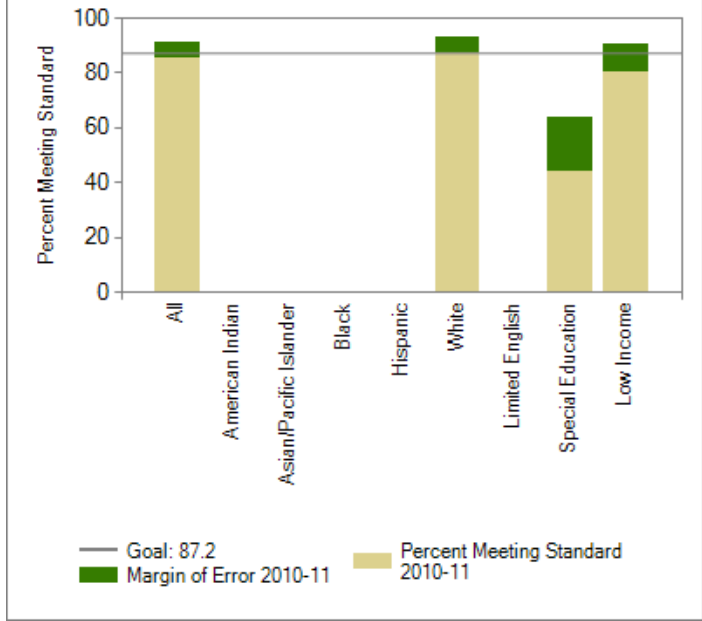
Yes	15	No	2	88.20%
	<b>Met Proficiency Goal</b>		<b>Met Participation Goal</b>	
Student Group	Reading	Math	Reading	Math
All	Yes	Yes	Yes	Yes
American Indian	N<Required	N<Required	N<Required	N<Required

Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required
Black	N<Required	N<Required	N<Required	N<Required
Hispanic	N<Required	N<Required	N<Required	N<Required
White	Yes	Yes	Yes	Yes
Limited English	N<Required	N<Required	N<Required	N<Required
Special Education	Yes	<b>No</b>	Yes	Yes
Low Income	Yes	<b>No</b>	Yes	Yes

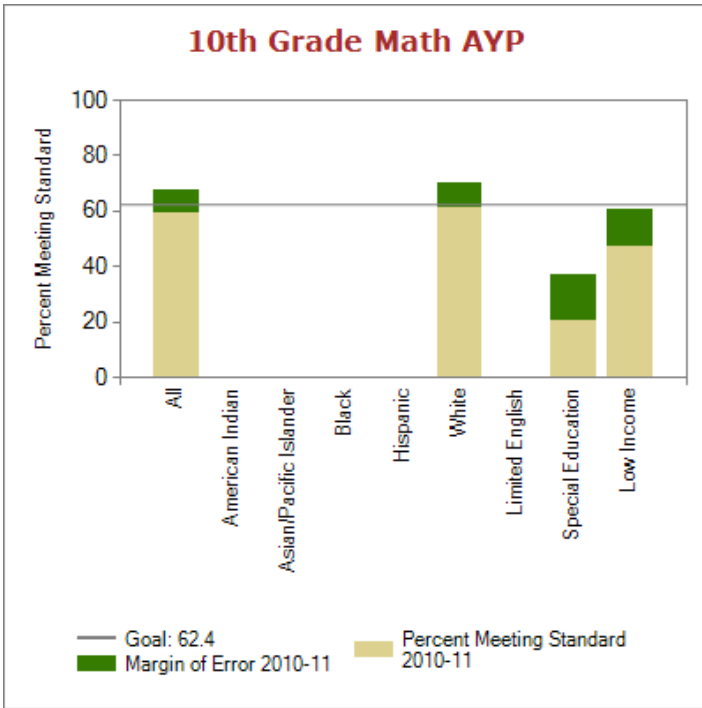
EOC 1 & EOC 2 Math Results – 2010-11

<b>10th Grade Students</b>	<b>CE</b>	<b>%</b>	<b>Adj %</b>	<b>Goal</b>	<b>Diff</b>		<b>Met Target?</b>
All	210	59.5	67.4	62.4	5	5	Yes
American Indian	1	0	0	62.4	-62.4	-62.4	N<Required
Asian/Pacific Islander	3	66.7	100	62.4	37.6	37.6	N<Required
Black	2	100	100	62.4	37.6	37.6	N<Required
Hispanic	16	37.5	65.7	62.4	3.3	3.3	N<Required
White	176	61.4	70	62.4	7.6	7.6	Yes
Limited English	2	50	100	62.4	37.6	37.6	N<Required
Special Education	34	20.6	36.8	62.4	-25.6	-25.6	No
Low Income	78	47.4	60.6	62.4	-1.8	-1.8	No

### 10th Grade Reading AYP



### 10th Grade Math AYP



### HSEP & EOC Results-2011

	Reading	% Met	% Not Met	L1 %	L2 %	L3 %	L4 %
10th	236	17.7	82.3	5.3	10.6	25.2	57.1
11th	53	61.1	38.9	11.1	16.7	38.9	22.2
	Writing	% Met	% Not Met	L1 %	L2 %	L3 %	L4 %
10th	236	15.5	84.5	5.9	7.7	35	49.5
11th	52	52.9	47.1	0	17.6	29.4	23.5
	Science	% Met	% Not Met	L1 %	L2 %	L3 %	L4 %
10th	236	53.3	46.7	21	23.6	47.7	5.6
	EOC 1 Count	% Met	% Not Met	L1 %	L2 %	L3 %	L4 %
9th	127	48.8	51.2	24.8	26.4	39.2	9.6
10th	151	45.7	54.3	22.1	19.3	14.3	31.4
11th	15	86.7	13.3		13.3	73.3	13.3
	EOC 2 Count	% Met	% Not Met	L1 %	L2 %	L3 %	L4 %
9th	62	95.2	4.8	0	4.8	21	74.2
10th	88	71.6	28.4	5.7	22.7	51.1	20.5
11th	19	38.9	61.1	16.7	38.9	27.8	11.1

### HSPE & EOC Strand Data- 2011

	2011	Total	Tested	Not Met %	Below %	Similar %
Reading		236	222	17.7		
Reading	Comprehension				18.9	81.1
Reading	Analysis				18.5	81.5
Reading	Literary Text				19.8	80.2
Reading	Critical Thinking				17.1	82.9
Reading	Informational Text				19.4	80.6
Writing		236	216	15.5		
Writing	Purpose to Explain				14.8	85.2
Writing	Purpose to Persuade				19	81
Writing	Content/Organization/Style				21.8	78.2
Writing	Conventions				9.7	90.3
Science				46.7		
Science	Systems of Science				48.1	51.9
Science	Inquiry in Science				42.9	57.1
Science	Application of Science				53.3	46.7
EOC 1				54.3		
EOC 1	Number/Operations/Expression/Variables				51.6	48.4
EOC 1	Linear Equations/Inequalities				47.5	52.5
EOC 1	Characteristics/Behaviors of Linear/Non-Linear Functions				48.4	51.6
EOC 1	Data/Statistics				43.4	56.6
EOC 1	Course-Specific Content				81.4	18.6
EOC 2				28.4		
EOC 2	Logical Arguments/Proof				47.7	52.3
EOC 2	Proving/Applying Properties of 2-Dimensional Figures				34.1	65.9
EOC 2	Figures in a Coordinate Plane/Measurement				22.7	77.3
EOC 2	Course-Specific Content				62.5	37.5

### Pass/Fail Comparison

Class	2010				2011			
	Pass	Fail	Total	% Pass	Pass	Fail	Total	% Pass
INT ALGEBRA A	142	38	180	79%	163	68	231	71%
INT ALGEBRA B	98	69	167	59%	163	50	213	77%