

# Learning Improvement Plan

2009-2010

Lopez Island Secondary School



“A learning community that welcomes, excites, and challenges.”

# Vision

The 21<sup>st</sup> Century Vision of the Lopez Island School District is one of  
A learning community that welcomes, excites and challenges.

The envisioned future is described by:

...a Learning Community that...

...is respectful, caring, nurturing and safe

...holds high expectations for teaching and learning

...displays passionate commitment to youth

...dynamically integrates the school, the home, and the community as partners

...Learning Experiences that...

...are anchored in dynamic and creative teaching

...are stimulating and motivating

...use the experiences, talents, and expertise of the community

...Learners who...

...hold high expectations for themselves and others

...embrace and celebrate each other's differences

...take responsibility for their learning

...make connections to the environment beyond the classroom

Dear Reader,

Lopez Island School District is committed to continuous improvement. This Learning Improvement Plan serves as the primary document guiding the secondary school's efforts and resources related to improving student achievement. Listed below are nine characteristics of high achieving schools, which are intended to help us reach our vision, mission and goals.

**1. Clear and Shared Focus** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

**2. High Standards and Expectations for All Students** Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

**3. Effective School Leadership** Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.

**4. High Levels of Collaboration and Communication** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

**5. Curriculum, Instruction and Assessment Aligned with Standards** The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

**6. Frequent Monitoring of Learning and Teaching** A steady cycle of different assessments identify students who needs help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

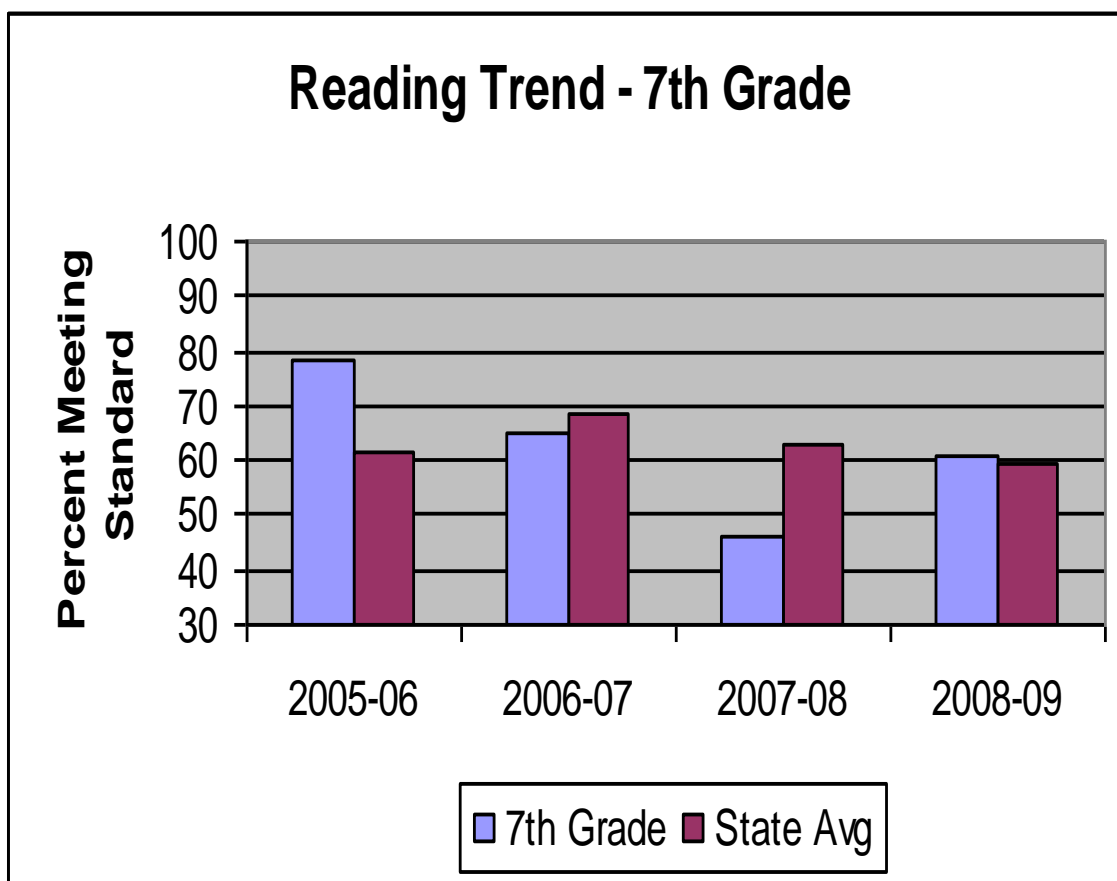
**7. Focused Professional Development** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

**8. Supportive Learning Environment** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

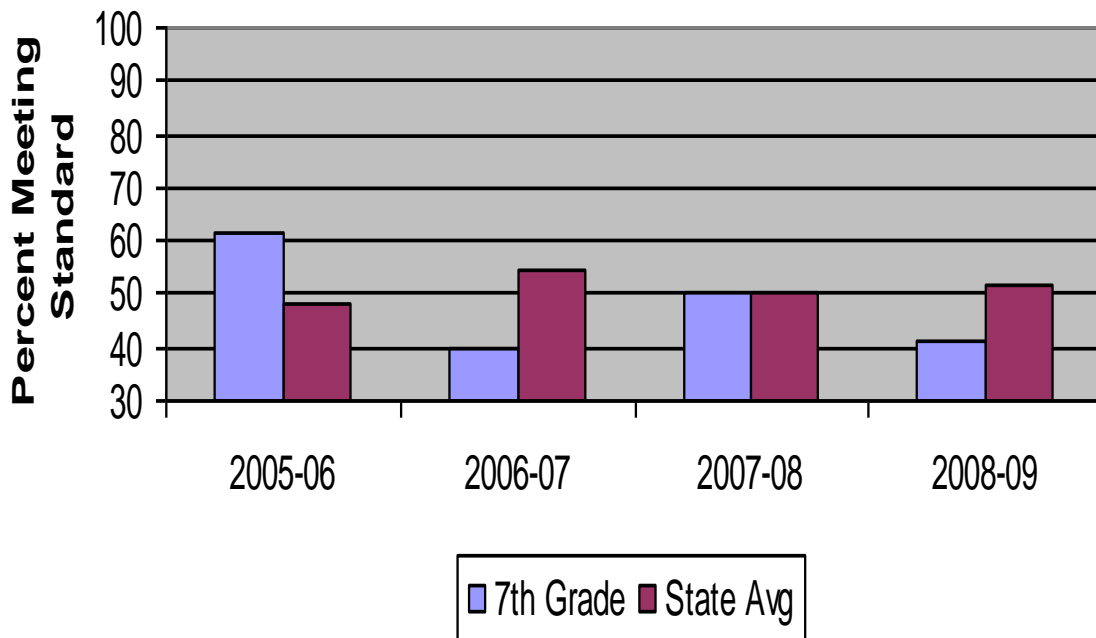
**9. High Level of Family and Community Involvement** There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

## I. Data Analysis Summary:

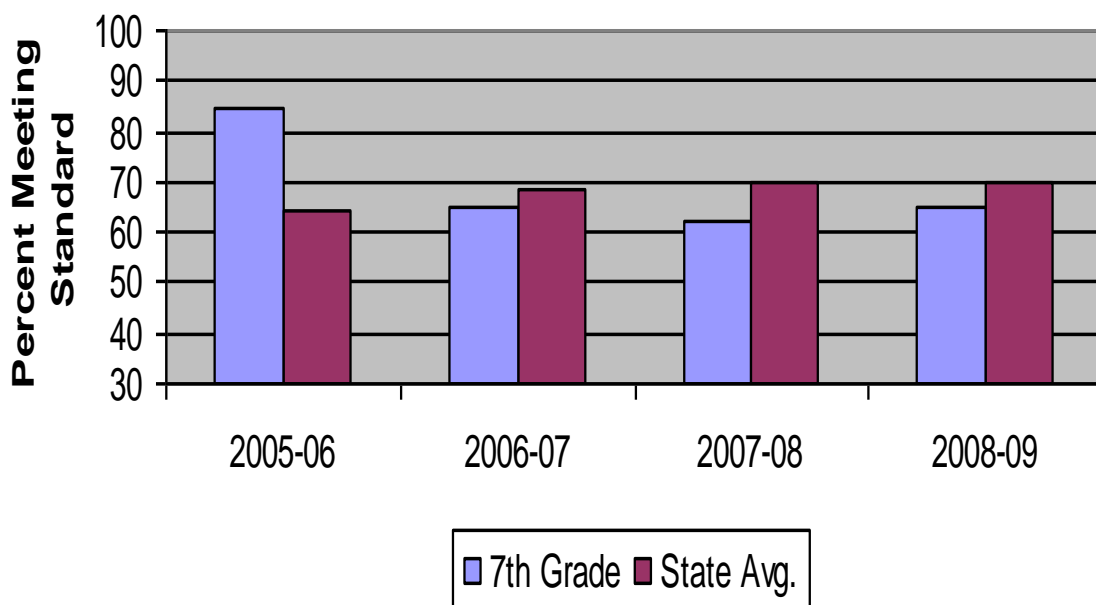
An analysis of seventh and tenth grade WASL trend data indicates an unpredictable pattern of student achievement. Much of this erratic trend can be attributed to the small sample size of students taking the test, and therefore extreme caution should be used when weighing the reliability of the data. Given this caution, a careful study of the data indicates several patterns which do seem to emerge. First, it is clear that since 2005 seventh grade Lopez Island students have consistently scored at or below the state average in reading, mathematics, and writing. In that same time period, tenth grade Lopez Island students have scored at or above the state average in reading, mathematics, and writing. The scores 2008-2009 scores for tenth grade students show significantly increased achievement, however this could be a result of a unique sample class.



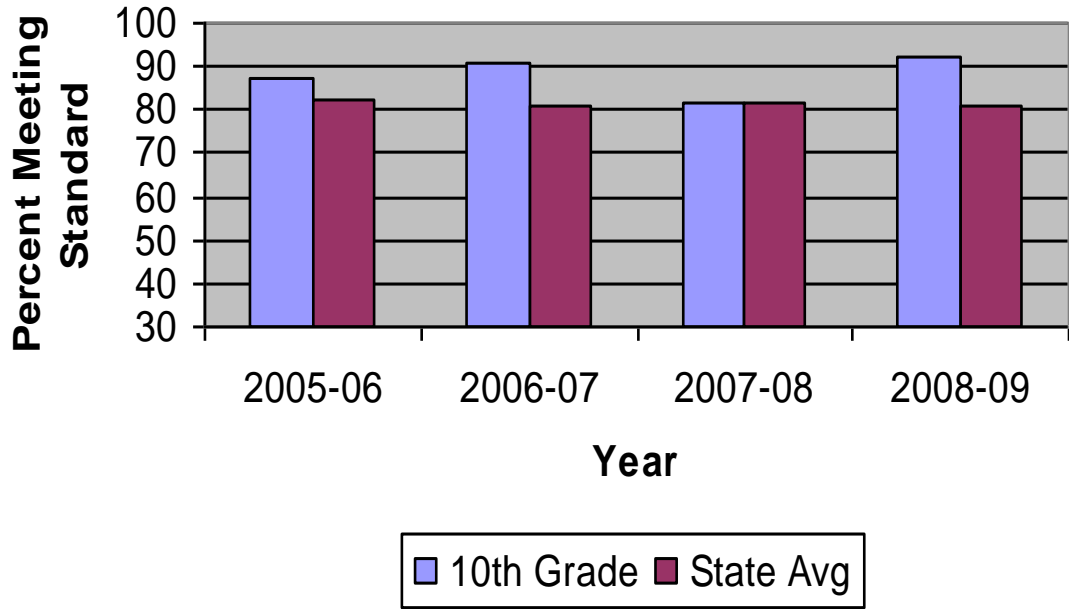
### Math Trend - 7th Grade



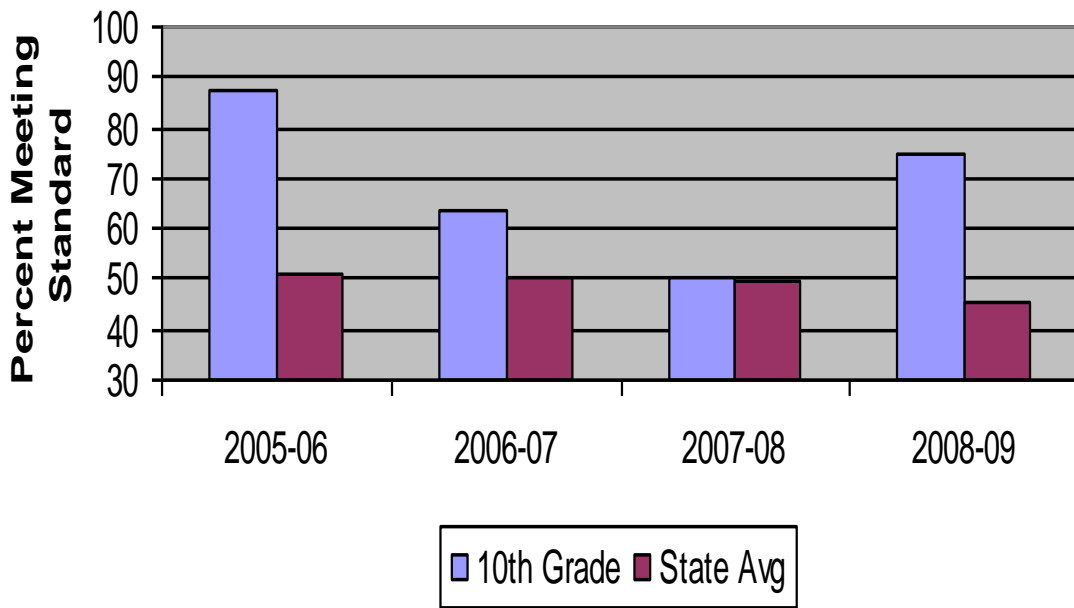
### Writing Trend - 7th Grade



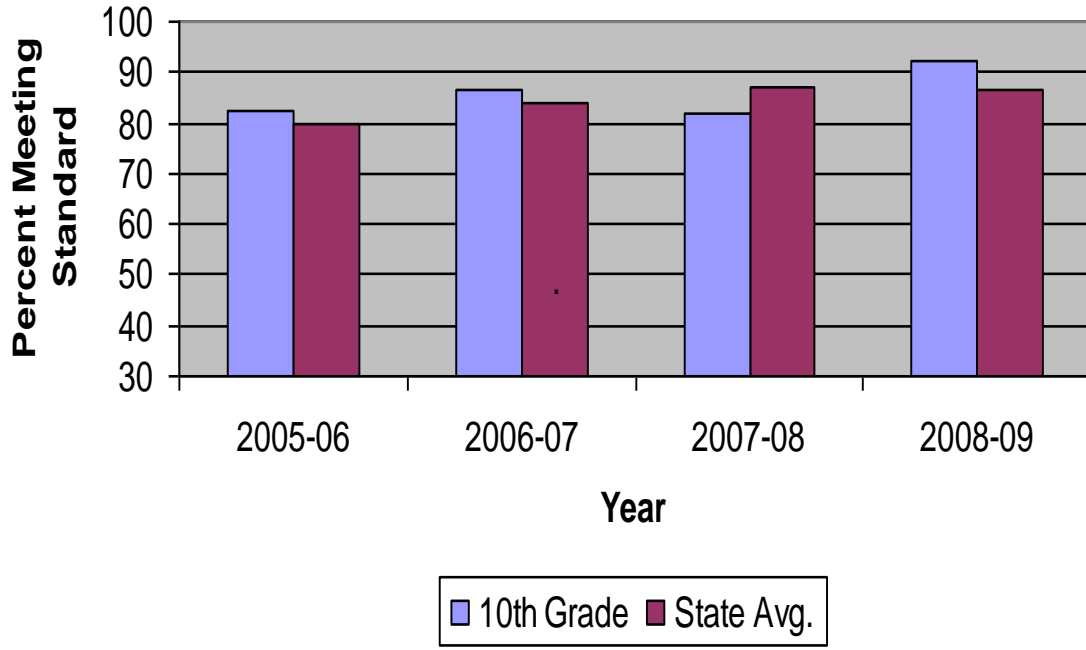
### Reading Trend - 10th Grade



### Math Trend - 10th Grade



## Writing Trend - 10th Grade



## II. Learning Improvement Plan Goals:

- Goal 1 (Literacy):  
Students will increase their proficiency in reading and writing.
- Goal 2 (Math):  
Students will increase their proficiency in mathematics.
- Goal 3 (School Climate):  
Staff, students and community will improve aspects school climate.
- Goal 4 (Technology)  
Staff and students will increase their familiarity and use of technology.

## III. Action Plan:

**Goal 1 (Literacy):** Students will increase their proficiency in reading and writing.

1. Students will gain experience in various type of writing.
2. Students will read a variety of texts within their education.
3. Staff members will collaborate to formalize the K-12 scope and sequence for reading and writing.

	<b>Activities</b>	<b>Support Needed</b>	<b>Proposed Timeline</b>
1.1	Ninth grade students that did not meet standard in the seventh grade will receive direct writing instruction in addition to required English classes.	\$ 00.00 A minimum of one collaboration day will be used to evaluate data	January – March
1.2	Teachers in all content areas will develop strategies to increase student writing as a means for students to improve their communication skills.	\$ 00.00 A minimum of one collaboration days will be used to develop strategies	December – May
1.3	Teachers will incorporate and utilize the 6 + 1 Traits Writing rubric that emphasizes spelling and conventions.	\$ 00.00 A minimum of one collaboration days will be used to develop the rubric	January - March
2.1	Continued use of non-fiction and technical reading emphasis in all science, math, social studies and elective courses.	\$ 00.00	January - June
2.2	Use WASL and Measure of Student Progress scores to identify students who need special assistance.	\$ 00.00 A minimum of one collaboration days will be used to identify students.	October - June

3.1	Staff will participate in workshops in reading and writing to explore curricular ideas and report back. (TBD)	\$ 1,500.00	September - June
3.2	Staff will identify students that have not meet standard in reading and writing.	\$ 00.00 A minimum of one collaboration day will be used to identify students.	December - June
3.3	Staff will begin to develop a professional library focused on effective writing practices	\$ TBD	November - June

### Monitoring and Evaluation

- A. Seventh grade student scores on the 2009-2010 Measure of Student Success in the areas of reading and writing will increase by 5% over the 2008-2009 WASL scores.
- B. Tenth grade student scores on the 2009-2010 Measure of Student Success in the areas of reading and writing will increase by 5% over the 2008-2009 WASL scores.
- C. Teachers will monitor skill progression during the school year.

**Goal 2 (Mathematics):** Students will increase their proficiency in mathematics.

1. Students will be exposed to variety of math experiences.
2. Staff members will become familiar with the Washington 6-12 Mathematics Standards.
3. Staff will review and improve the K-12 scope and sequence for mathematics.

	Activities	Support Needed	Proposed Timeline
1.1	Ninth grade students that did not meet standard in the seventh grade will receive direct math instruction in addition to required math classes.	\$ 00.00 A minimum of two collaboration days will be used to identify students and discuss strategies	December – May
1.2	Staff will evaluate the current math offerings and graduation requirements.	\$00.00	January
2.1	Staff members will review and begin to use the Washington 6-12 Mathematics Standards.	\$ 00.00 A minimum of two collaboration days will be used to investigate the	December - March

		standards	
3.1	Staff members will meet with elementary staff to understand and review the newly adopted elementary math curriculum.	\$ 00.00	TBD

### Monitoring and Evaluation

- A. Seventh grade student scores on the 2009-2010 Measure of Student Success in the area of math will increase by 5% over the 2008-2009 WASL scores.
- B. Tenth grade student scores on the 2009-2010 Measure of Student Success in the area of math will increase by 5% over the 2008-2009 WASL scores.
- C. Teachers will monitor skill progression during the school year.
- D. Student scores on the fall 2010 MAP test for mathematics will increase by 10 % over scores for the fall 2009 MAP test.

**Goal 3 (School Climate):** Staff, students and community will improve aspects school climate.

1. Students will participate in a School Climate Survey.
2. Staff will improve communication with parents.
3. Student leaders will be involved in developing a further sense of achievement and pride to maintain the school facility and equipment.

	Activities	Support Needed	Proposed Timeline
1.1	Survey will be developed by staff and student leaders. Results will drive next steps.	\$ 00.00 Assistance of the newly formed Prevention Coalition will be solicited.	January
1.2	Staff will increase use of phone calls, newsletters, parent conferences, "Brown Bag" lunches, emails, etc in order to facilitate communication.	\$ TBD A minimum of one collaboration day will be used to institute communication plan.	November - June
1.3	Meetings between ASB and staff will generate ideas and identify areas of concern.	\$ 00.00	September – June

### Monitoring and Evaluation

- A. Results of survey(s) will be discussed and addressed by staff.

- B. Communication between staff and parents will show an increase based on a survey of parents.
- C. Student leaders will meet with staff a minimum of 4 times.

**Goal 4 (Technology):** Staff and students will increase their familiarity and use of technology.

1. All students and staff will demonstrate competency in the use of technology and utilize these skills in teaching and learning.
2. Staff will develop strategies to increase the integration of technology into classrooms.
3. Students will have the opportunity to increase their exposure and expertise in the area of technology.

	<b>Activities</b>	<b>Support Needed</b>	<b>Proposed Timeline</b>
1.1	Staff members will participate in training about the use of computers.	\$ 150.00 (5 hours technology training @ \$ 30 per )	October - June
2.1	Staff members will work with colleagues and to learn how to incorporate technology.	\$ TBD	Ongoing September – June during collaboration time.
3.1	Staff will develop coursework that allows interested students to assist in the management, upkeep, and training within the field of technology.	\$ TBD	Ongoing September – June

**Monitoring and Evaluation**

- A. Each teacher has an informative web page on the District web site.
- B. Staff survey self-reports will indicate use of technology incorporated into instructional practice.
- C. A student Technology in Process (TIP) program be instituted by second semester.

#### IV. Staff Development Plan and Budget

<b>Date</b>	<b>Structure</b>	<b>Activity</b>	<b>Audience</b>	<b>Presenter</b>	<b>Cost</b>	<b>Budget</b>	<b>Goal</b>
9/1/09	L.I.D.	WASL review	Certificated	Vermeire, Martin	N/A	N/A	1,2
9/1, 9/3/09	L.I.D.	Develop core beliefs for discipline	All staff	Martin, Vermeire	N/A	N/A	3
9/2/09	L.I.D.	Using technology	Certificated	Schober, Post, Ewert	N/A	N/A	4
9/09 – 6/09	Classroom	Writing practice	Students	Teachers	N/A	N/A	1
9/09 – 6/09	Newsletter	Parent Communication	Families	N/A	N/A	N/A	3
9/09 – 6/09	Classroom	Using technology	Students	Teachers	N/A	N/A	4
10/9/09	L.I.D.	Using technology	Staff	Post	\$ 60	Ps. Ser. Contract	4
11/09 – 6/09	N/A	Begin to develop professional library	All staff	N/A	\$ TBD	TBD	1
11/09	Conference	Attend Love & Logic Conference	3 Certificated	Jim Fay	\$ 850 (conf + subs)	REAP	3
12/09 – 5/10	Study Group	Collaborate and discuss reading and writing scope and sequence K-12	Certificated	TBD	½ day Subs, Max < \$300	REAP	1
2/02	Classroom Collaboration	Visits to K-6 classrooms	Certificated	Teachers	\$ 150	REAP	1 2
12/16,	ASB Meetings	Plan and	Students	ASB	N/A	N/A	3

1/13, and 2/10		initiate surveys and activities		advisors, Vermeire			
1/12 and 2/9/10	Collaboration	Review Math Standards	Teachers	Vermeire	N/A	N/A	2
3/19	L.I.D.	TBD					
12/15/ 09, 1/5/10 and TBD	Collaboration	Technology Staff Development	Teachers	Vermeire, Post, ESD Staff	N/A	N/A	4
5/28	L.I.D.	TBD					

**V. Learning Improvement Team Members**

The undersigned staff members contributed to the development of this Learning Improvement Plan.