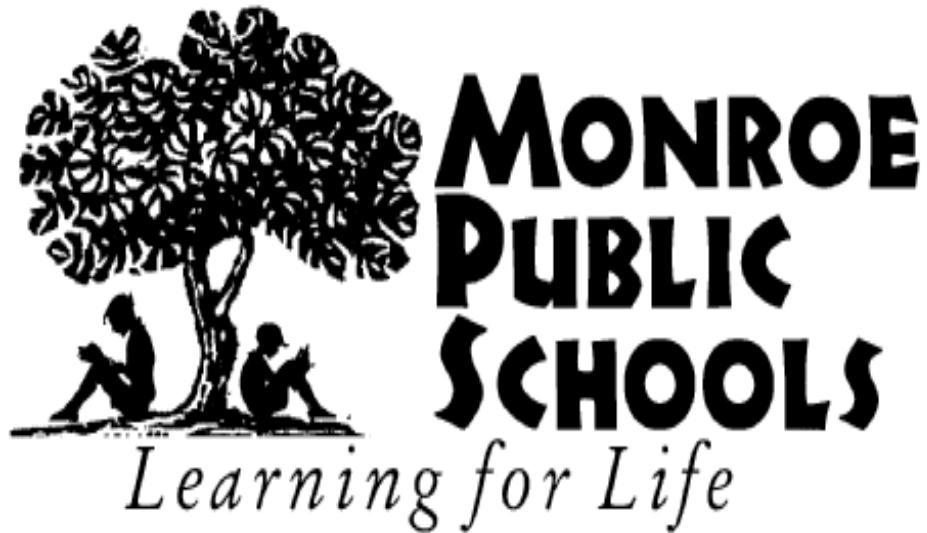


Learning Improvement Plan 2007-2008

Leaders in Learning Alternative High School



Vision

The *entire* community (business leaders, parents, taxpayers, students, and employees) will view Monroe's public schools as outstanding. The district and schools shall be good stewards of the public's trust and money.

Mission

The Mission of Monroe Public Schools is to maintain a strong basic skills program, kindergarten through grade twelve and consistently provide quality educational opportunities for all students. Emphasis is placed on high student achievement, focused academic learning time and grade-appropriate enrichment opportunities for all students. As such, the staff aggressively identifies and implements curricula, instructional materials, teaching methods, assessment strategies, and organizational and policy changes proven to be most effective.

To ensure a quality teaching, learning and working environment, staff are carefully selected, consistently supported, fairly evaluated, and provided quality inservice training. .

Dear Reader,

Monroe's public schools are committed to continuous improvement. This Learning Improvement Plan serves as the primary document guiding each school's efforts and resources related to improving student achievement. This plan is based on current research, and support Monroe Public Schools' Vision, Mission and Goals. 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 need 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.

Learning Improvement Plan 2007-2008

School: Leaders in Learning High School

I. School Mission Statement:

The Mission of Leaders in Learning High School is to maintain a strong basic skills program, and to provide a rigorous learning environment that is challenging according to individual student needs, grades 9 through 12. Emphasis is placed on individual student achievement, focused on academic skills and grade-appropriate enrichment opportunities for each student. Staff design, implement monitor and adjust student learning plans to lead students toward academic progress, professional skills, graduation and career development.

II. Results of Previous Learning Improvement Plan: (Status Report, Achievement Indicators etc.)

Staff implemented previous Learning Improvement Plan as outlined in the 2006-07 document. Staff implemented monthly adequate progress reports which included teacher, student and parent input. Achievement of student learning goals were met through the implementation, monitoring, and appropriate adjustment of individualized student learning plans.

III. Data Analysis Summary:

Analyzed data shows that 89% of our eligible seniors graduated in June of 2006. It also indicates that 95% of our students in grades 9 through 11 made adequate progress towards graduation. Data suggests a shift in the Leaders' curriculum delivery model is necessary to improve student skills and learning as measured by WASL and Collection of Evidence.

IV. Learning Improvement Plan Goals:

Goal 1 (Literacy: Reading/Writing):

All Leaders in Learning students will practice scanning, predicting, using background knowledge, summarizing main ideas, and asking questions, as tasks indicated in their subject learning plans. Ninety-percent of our students will make adequate progress towards mastering these strategies. Student performance will be assessed through quality of daily assignments, tests, quizzes, projects and final program portfolio requirements. Leaders will add weekly literacy labs for student skill development to coincide with specific State targets.

<p>Goal 2 (Math): Leaders in Learning students will understand the importance of math in everyday life through the integration of math skills with other subject areas. They will see how mathematical ideas are related and connected among and within areas of math and other subjects. Achievement of this goal will be measured as evidenced by authentic work, as a part of students’ portfolios, WASL scores and Collection of Evidence portfolios. Leaders will add weekly literacy labs for student skill development to coincide with specific State targets.</p>
<p>Goal 3 (Safe Supportive Environment) Optional depending on data: The Leaders in Learning Weapons report indicates that Leaders maintains a Safe, Supportive Environment for all enrolled students. Leaders’ goal is to continue providing a Safe Supportive Learning Environment for students and staff. Leaders’ Safe, Supportive Environment will continue to be evaluated by use of the annual Weapons Report, Healthy Youth Survey, monthly self-evaluations and overall school discipline records.</p>
<p>Goal 4 (Technology): Leaders in Learning will continue to provide appropriate technology for each student. Leaders will continue to upgrade hardware/software on a five-year refresh cycle. Students will be offered learning in a dual-format computer lab (Mac/Windows). Staff will improve information storage/delivery system through a variety of resources. Leaders in Learning will evaluate achievement of this goal through technology-based acquisitions, and by providing improved staff, student and parental data access.</p>

V. Action Plan:

Goal 1 (Literacy: Reading/Writing): All Leaders in Learning students will practice scanning, predicting, using background knowledge, summarizing main ideas, and asking questions, as tasks indicated in their subject learning plans. Ninety-percent of our students will make adequate progress towards mastering these strategies. Student performance will be assessed through quality of daily assignments, tests, quizzes, projects and final program portfolio requirements. Leaders will add weekly literacy labs for student skill development to coincide with specific State targets.

Activities	Support Needed (\$ and human)	Proposed Timeline and Schedule
1. Students develop skills through course assignments as identified within individual learning plans, and test-taking strategy practice.	Student receives verbal, written support, and consultation with staff.	Students are evaluated every 30 days, September through June.
2. Students design and present personal growth through portfolios and monthly self-assessments.	Students have access to portfolio rubric, examples, and teacher input.	Students prepare their portfolios the last two weeks of each semester.

3. Students design and present personal growth through coversheets, and practice test-taking strategies.	Students are given specific guidelines and examples of for coversheets in their planner.	Timeline and schedules are determined by the student for each completed assignment.
4. Students will reflect on progress through monthly self-assessments.	Students have access to monthly self-assessment forms and staff input	Self-assessments will be distributed and collected on a monthly basis (September through June).

Monitoring and Evaluation

Student performance will be assessed through quality of course assignments, tests, quizzes, projects, presentations, portfolios and final program requirements.

Goal 2 (Math): Leaders in Learning students will understand the importance of math in everyday life through the integration of math skills with other subject areas. They will see how mathematical ideas are related and connected among and within areas of math and other subjects. Achievement of this goal will be measured as evidenced by authentic work, as a part of students’ portfolios, WASL scores and Collection of Evidence portfolios. Leaders will add weekly literacy labs for student skill development to coincide with specific State targets.

Activities	Support Needed (\$ and human)	Proposed Timeline and Schedule
1. Students develop skills through course assignments as identified within individual learning plans and test-taking strategies.	Student receives verbal, written support, and consultation with staff.	Students are evaluated every 30 days, September through June.
2. Students design and present personal growth through portfolios and monthly self-assessments.	Students have access to portfolio rubric, examples, and teacher input.	Students prepare their portfolios the last two weeks of each semester.
3. Students design and present personal growth through coversheets.	Students are given specific guidelines for each assignment coversheet.	Timeline and schedules are determined by the student for each completed assignment.
4.		

Monitoring and Evaluation

Student performance will be assessed through quality of course assignments, tests, quizzes, projects, presentations, portfolios and final program requirements.

Goal 3 (Safe and Supportive Environment): The Leaders in Learning Weapons report indicates that Leaders maintains a Safe, Supportive Environment for all enrolled students. Leaders’ goal is to continue providing a Safe Supportive Learning Environment for students and staff. Leaders’ Safe, Supportive Environment will continue to be evaluated by use of the annual Weapons Report, Healthy Youth Survey, monthly self-evaluations and overall school discipline records.

Activities	Support Needed (\$ and human)	Proposed Timeline and Schedule
1. Staff will be vigilant and alert to problems and issues on and off campus.	Procedural information distribution through staff meetings.	September – through – June and beyond when summer school is in session.
2. Staff wears Monroe Public Schools identification badges.	Procedural information distribution through staff meetings.	September – through – June and beyond when summer school is in session.
3. Students will partake in the Healthy Youth Survey.	District will provide surveys.	Students will take the Healthy Youth Survey.
4. Staff will stop unidentified students and adults on campus and ask for identification, and Staff will report suspicious behavior to 911.	Procedural information distribution through staff meetings.	September – through – June and beyond when summer school is in session.

Monitoring and Evaluation

Leaders in Learning Safe, Supportive Environment will continue to be evaluated by use of the annual Weapons Report, discipline records, Healthy Youth Survey, and student input on monthly evaluations.

Goal 4 (Technology): Leaders in Learning will continue to provide appropriate technology for each student. Leaders will continue to upgrade hardware/software on a five-year refresh cycle. Students will be offered learning in a dual-format computer lab (Mac/Windows). Staff will improve information storage/delivery system through a variety of resources. Leaders in Learning will evaluate achievement of this goal through technology-based acquisitions, and by providing improved staff, student and parental data access.

Activities	Support Needed (\$ and human)	Proposed Timeline and Schedule
1. Students word processes all of their course assignments and projects.	Leaders provides student access to appropriate technological resources.	Support is continually provided throughout the school year.
2. Students engage internet-based research.	Internet access is provided to each student as needed.	Support is continually provided throughout the school year.

3. Information storage and retrieval is technology-based.	Students are trained on how to access Leaders information system, and technology-based learning tools.	Support is continually provided throughout the school year.
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Monitoring and Evaluation

Leaders in Learning will evaluate achievement of this goal through technology-based acquisitions, and by providing improved staff, and student access.

VI. Anticipated Evidence of Improvement in Student Achievement as a Result of the Overall School Improvement Plan?

Anticipated Evidence of Improvement in Student Achievement will be demonstrated through student portfolio presentations.

VII. Staff Development Plan

Leaders in Learning

Meeting Structure: LID, PID, staff/grade level meetings, release time, after school, retreat, out of building, optional days, other
 Audience: whole staff, grade level identified, department, specialist identified etc.
 Budget: I-728, building, C & I, I-728 extended learning etc.

Date	Meeting Structure	Professional Dev. Activity Description	Audience	Presenter	Cost	Budget	LIP Goal #	Credit/Clk
Aug. 31	PID	Collection of Evidence	whole staff	Barb Ayers	0	N/A	#1-4	N/A
Sept 18	OSPI	Skyward Training	Linda Hampton	OSPI	0	N/A	#4	N/A
Sept. 24	School Staff	School Improvement Plan Culminating Project	Whole staff	Ken Brown	0	N/A	#1-4	N/A
Oct 15	OSPI	Collection of Evidence	Barb Ayers & Tony Parry	OSPI	0	N/A	#2	N/A
Oct 19	Staff Meeting	Collection of Evidence	Staff	Barb Ayers and Tony Parry	0	N/A	#1-3	N/A
Oct 29	SID	School and District	Staff	Barb Ayers, Tony Parry and District	0	N/A	#1-3	N/A
Nov 2	Staff Meeting	Culminating Project	Staff	Rex Coryell	0	N/A	#1-4	N/A
Nov 10-12	WALA	Alternative Education	Staff	WALA	\$3,000.00	I-728	#1-4	Clock Hours/Credit Offered
Nov 16	Staff Meeting	Alternative Education	Staff	Barb Ayers and Tony Parry	0	N/A	#1-3	N/A
Jan 7	SID	WASL	Staff	Barb Ayers and Tony Parry	0	N/A	#1-3	N/A

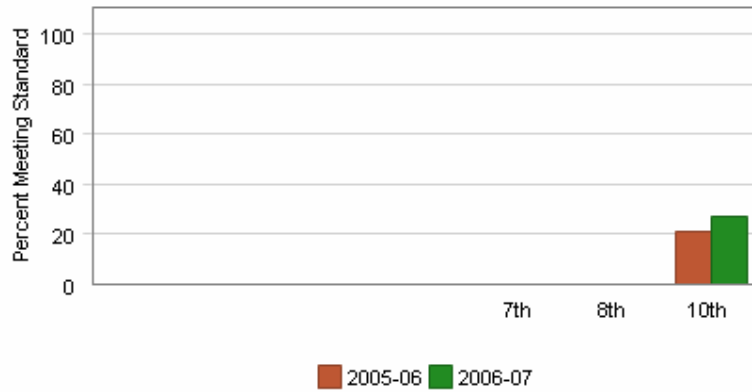
Jan	OSPI	Instruction and Technology	Rex Coryell, Barb Ayers, Tony Parry	OSPI	\$1,000.00	General	#1-4	Clock hours/Credit Offered
Feb 1	Staff Meeting	OSPI Topics	Staff	Staff	0	0	#1-4	N/A
May	OSPI	Range Finding for Scoring Reading	Barb Ayers	OSPI	0	N/A	#1-3	Clock Hours Offered
May 5	SID	Collection of Evidence	Staff	Karen Bly	0	N/A	#1-3	N/A

Leaders In Learning

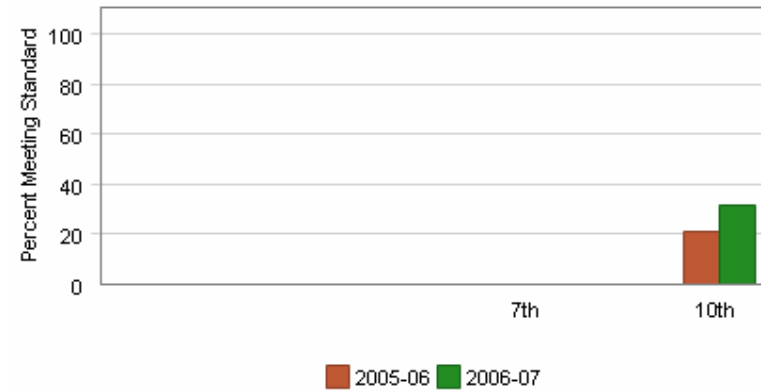
2006-07 WASL Results

Grade Level	Reading	Math	Writing	Science
10th Grade	27.0%	0.0%	31.4%	

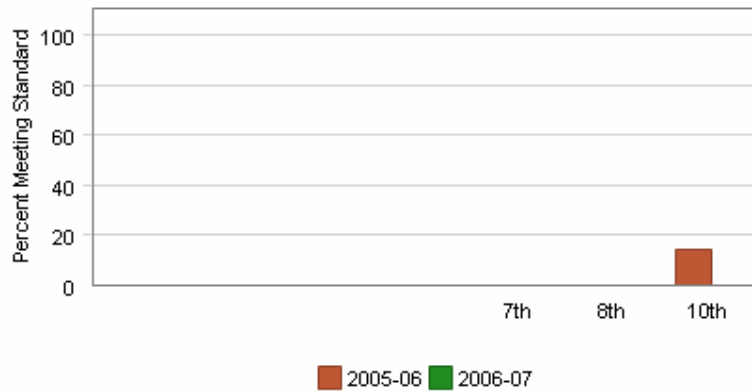
Reading



Writing



Math



Leaders In Learning

Principal Linda Boyle
3608053250

639 1/2 W Main St. Monroe 98272 Grade Span: 9-12
Monroe School District Updated: 8/31/2007

Student Demographics

Enrollment	
October 2006 Student Count	157
Gender (October 2006)	
Male	45.9%
Female	54.1%
Ethnicity (October 2006)	
American Indian/Alaskan Native	2.5%
Asian	1.9%
Black	0.6%
Hispanic	6.4%
White	86.0%
Special Programs	
Free or Reduced-Price Meals (May 2007)	20.0%
Special Education (May 2007)	1.0%
Transitional Bilingual (May 2007)	0.0%
Migrant (May 2007)	0.5%
Other Information	
Annual Dropout Rate (2005-06)	35.2%
On-Time Graduation Rate (2005-06)	10%
Extended Graduation Rate (2005-06)	18%

Teacher Information (2006-07)

Classroom Teachers	3
Average Years of Teacher Experience	19.5
Teachers with at least a Master's Degree	100.0%
Total number of teachers who teach core academic classes	N/A
% of teachers teaching with an emergency certificate	N/A
% of teacher teaching with a conditional certificate	N/A
Total number of core academic classes	N/A
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	N/A
% of classes taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A



Leaders In Learning

Principal Linda Boyle
3608053250

639 1/2 W Main St. Monroe 98272
Monroe School District

Grade Span: 9-12
Updated: 8/31/2007

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

Yes Group met AYP. **N<Required** Group has fewer than required.
No Group did not meet AYP. **N/A** There are no students in this group.

Made AYP Overall: No In Improvement: No

Number of Yes:	3	Number of No:	4	% of Yes/Total:	42.9%	Number of N<Required:	18	Number of NA:	12
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Select year: [Summary Description](#)

Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	No	No	Yes	Yes	No				
American Indian	N<Required	N<Required	N<Required	N<Required					
Asian	N<Required	N<Required	N<Required	N<Required					
Black	N/A	N/A	N/A	N/A					
Hispanic	N<Required	N<Required	N<Required	N<Required					
White	N<Required	N<Required	No	Yes					
Limited English	N/A	N/A	N/A	N/A					
Special Education	N/A	N/A	N/A	N/A					
Low Income	N<Required	N<Required	N<Required	N<Required					
Number of Yes:	3	Number of No:	4	% of Yes/Total:		42.9%	Number of N<Required:	18	Number of NA:

Results with fewer students than required are not shown. Results not shown may also indicate data not available.

School Improvement Team Members

Name

Ken Brown

Barb Ayers

Rex Coryell

Tony Parry

Sherrie Sommers

Linda Michael

Position

Program Coordinator

Teacher

Teacher

Teacher

Para-Educator

Para-Educator