School: Shorecrest High School  
Date: November, 2014  
Principal: Pat Hegarty

**District Target for Smarter Balanced Assessment:** In 2013-14, Shoreline School District exceeded the State average of all students, grade 10, meeting standard on the HSPE by 6.2% in reading. On the 2014-15 Smarter Balanced Assessment in English Language Arts, Shoreline School District will maintain or exceed the State average by at least 6.2%. Shoreline will also show improvement relative to the state and district averages on the English Language Arts portion of the Smarter Balanced Assessment for all identified lower performing subgroups.

**School Comprehensive Needs Assessment:** 
State and District data sources indicate strong achievement in literacy, though our 2014 HSPE data clearly reveals that both our ELL students and our Special Education students achieve at significantly lower rates than the school at large. For example, while 93.3% of our students met the standard in Reading in 2014, ELL students performed at 72.7% proficiency, and Special Education students at 70%.

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements ( . . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . . )  
RCW 28A.655.100 Performance goals – reporting requirements ( . . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . . )

**School Target for Smarter Balanced Assessment:** Shorecrest High School will show improvement relative to the state average in the English Language Arts portion of the Smarter Balanced Assessment for all grade levels and all identified lower performing subgroups. On the 2013-14 HSPE, Shorecrest students exceeded the state average by 10.4% in Reading. On the 2014-15 Smarter Balanced Assessment, our school will continue to show improvement relative to the state average.

**School Student Growth Goal for Common Core State Standards in Literacy:** 
Students will grow towards proficiency with Common Core State Standards in Literacy as measured by classroom-based common assessments developed by PLC teams.

<table>
<thead>
<tr>
<th>Action Plan for All Students (including professional)</th>
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<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Resources</th>
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Shorecrest High School Reading – Page 1
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<tr>
<th>Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development)</th>
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<tbody>
<tr>
<td>Principal, administrators, teachers, TOSA, support staff</td>
<td>School year</td>
<td>• Student achievement data on shared team goals</td>
<td>District support, collaboration, &amp; direction in professional development.</td>
<td></td>
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<tr>
<td>• SIOP instructional support in core classes for ELL students.</td>
<td>• PLC teams meeting to analyze common assessment data and plan adjust instructional interventions</td>
<td>Intervention support funds from district and building.</td>
<td></td>
<td></td>
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<tr>
<td>• Special Education support for Special Education students.</td>
<td>• SIOP student progress meetings to discuss ways to better support our students around reading improvement</td>
<td>Significant, timely data support and partnership from assessment office.</td>
<td></td>
<td></td>
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<tr>
<td>• Core instruction for all students in Springboard Curriculum.</td>
<td>• Smarter balanced test results</td>
<td></td>
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<td>• Continued professional development for staff in Springboard.</td>
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<td>• Continuing professional development in Common Core instruction, and Smarter Balanced Assessment.</td>
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<td>• Consistent PLC collaboration for all staff.</td>
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- Supplemental Academic Support time for all students during the school day.
- Targeted Intervention for students not achieving standard.

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<td>• Readiness to Learn Family Advocate outreach to Latino families.</td>
<td>Principal, administrators, Readiness to Learn Family Advocate, counselors</td>
<td>School year</td>
<td>Increased family interactions with our school and staff</td>
<td>Support for Cafecitos</td>
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<td>• Cafecitos coffee and treats hosted each month by Natural Leaders</td>
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<td>• Counselor initiative to host 1:1 student/parent/counselor sessions for ELL families</td>
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**School Comprehensive Needs Assessment:** State data sources indicate strong achievement for sophomores taking the Algebra 1 EOC (+15% over the state average), and modest achievement in grade 9 Algebra EOC (+5.6% compared to the state average), and grade 10 Geometry EOC (+5.7% compared to the state average).

For grade 9 EOC 1 the data clearly reveals that both our Hispanic students and our Special Education students achieve at lower rates than the school at large; while 64.7% of grade 9 students met the standard in EOC 1 in 2014, Hispanic students performed at 54.5% proficiency, and Special Education students at 56.2%.

Similarly, in the grade 10 Geometry EOC 84.9% of grade 10 students met the standard in EOC 2 in 2014, while Hispanic students performed at 66.6% proficiency.

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**District Target for Smarter Balanced Assessment:** In 2013-14, Shoreline School District exceeded the State average of all students meeting standard on the grade 10 EOC 1 (algebra) by 14.3% and on the grade 10 EOC 2 (geometry) by 1.6%. On the grade 9 EOC 1 (algebra) Shoreline exceeded the state average by 7.2%. On the 2014-15 Smarter Balanced Assessment in math, Shoreline School District will maintain or exceed the State average relative to the state and district averages on the math portion of the Smarter Balanced Assessment for all identified lower performing subgroups.

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**School Target for Smarter Balanced Assessment:** Shorecrest High School will show improvement relative to the state average in the Mathematics portion of the Smarter Balanced Assessment for all grade levels and all identified lower performing subgroups. On the 2013-14 EOC 1, Shorecrest grade 9 students exceeded the state average by 5.6%; on the EOC 1 grade 10, Shorecrest exceeded the state average by 15%; on the EOC 2, Shorecrest grade 10 students exceeded the state average by 5.7%. On the 2014-15 Smarter Balanced Assessment, our school will continue to show improvement relative to the state average.
School Student Growth Goal for Common Core State Standards in Math: Students will grow towards proficiency with Common Core State Standards in Mathematics as measured by classroom-based common assessments developed by PLC teams.

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| • Core instruction for all students in mathematics (Prentice Hall 2011 Algebra/Geometry/Algebra II Series).  
• Continuing professional development in Common Core instruction, and Smarter Balanced Assessment.  
• Consistent PLC collaboration for all staff.  
• Supplemental Academic Support time for all students during the school day.  
• Targeted Intervention for students not achieving standard.  
• After school supplemental academic support (Homework Club, After school math tutoring). | Principal, administrators, teachers, TOSA, support staff | School year | • Student achievement data on shared team goals  
• PLC teams meeting to analyze common assessment data and plan adjust instructional interventions  
• STAR testing as a universal screening and benchmarking system  
• Smarter balanced test results  
• HSPE COE results | District support, collaboration, direction in professional development.  
Intervention support funds from district and building.  
Significant, timely data support and partnership from assessment office. |

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| • Special Education support.  
• Core instruction for all students in math curriculum. | Principal, administrators, teachers, SIOP team, Special | School year | • Student achievement data on shared team goals  
• PLC teams meeting to analyze common assessment data and | District support, collaboration, direction in |
- Continuing professional development in Common Core instruction, and Smarter Balanced Assessment.
- Consistent PLC collaboration for all staff.
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• Cafecitos coffee and treats hosted each month by Natural Leaders  
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eduction department, TOSA, support staff.

- plan adjust instructional interventions
  - STAR testing as a universal screening and benchmarking system
  - Smarter balanced test results
  - HSPE COE results

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Intervention support funds from district and building.  
Significant, timely data support and partnership from assessment office.