

Snoqualmie Valley School District

School Improvement Planning Process 2018-19

School Name: Two Rivers School

Two Rivers School Mission: Provide students in the Snoqualmie Valley School District with an individualized education that is rigorous and relevant and prepares students for college, careers and life in the 21st century.

Two Rivers School Vision: Two Rivers school is a learning community that helps all reach their full potential, both academically and personally.

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The Improvement Process

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals.

This tool is designed to be a living, breathing, document that can be easily accessed, monitored, and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information, and data. This will also empower educators and stakeholders to collaborate in order to help schools make data-driven, research-based, decisions focused on improving student learning.

A School's Learning Improvement Process

- Entails commitment by all involved: students, staff, parents, administrators, and community.
- Is continual and recursive. Components of the process must be revisited time and time again, for the school improvement process is a continuous cycle.
- Reveals where a school is and where it must go. Knowing this information involves repeated analyses and periodic checks, both of which call for time, patience, understanding, energy, and direction.
- Is led by the principal and a building's learning improvement team. However, all members of the staff and community are involved in both the design and implementation, because they are stakeholders in the improvement of student learning.
- Requires collaboration with the district office.
- Is based on data; and as the data changes, the implementation of the plan should reflect that change.
- Involves change, which takes time and tends to be difficult.
- Requires commitment to the vision of what the school can become.

Assumptions

Several assumptions are being made before a learning improvement team can dive into the process. The assumptions include:

- The school has a defined mission statement and members of the learning community use it as their driver for decisions.
- The school has established a learning improvement team and the learning improvement team, the principal, staff members, and parents have a clear understanding of why a systemic learning improvement process is necessary and what role they play in the process.
- The learning improvement team has adequate knowledge (or the commitment to gain that knowledge) in the school improvement process and research-based practices.

Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School Improvement Planning is a journey of continuous improvement, and the plan is a roadmap for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- The School Improvement Plan should address the following guiding questions:
 - *What do we want each student to learn?*
 - *How will we know when each student has learned it?*
 - *How will we respond when a student experiences difficulty in learning?*
 - *How will we respond when a student has already learned it?*
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be reflective about their practice and tenacious in their attempt to fine tune the art of teaching to meet the needs of every student.

Review and Analysis of Data

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of your school improvement plan.

<input checked="" type="checkbox"/> Statewide Assessments	District-Based Assessments	<input checked="" type="checkbox"/> Formative Assessments	<input checked="" type="checkbox"/> Graduation Rates
<input checked="" type="checkbox"/> Summative Assessments	<input checked="" type="checkbox"/> Student Perceptual Data	<input checked="" type="checkbox"/> Staff Perceptual Data	<input checked="" type="checkbox"/> Attendance Data
<input checked="" type="checkbox"/> Classroom-Based Assessments	Content Area Assessments	<input checked="" type="checkbox"/> SAT/ACT Assessments	<input checked="" type="checkbox"/> Health Youth Survey
<input checked="" type="checkbox"/> Other: Credits earn on time, discipline data			

Summary of strengths or greatest progress based on the data:

➤ Students with IEPs performed very well on SBA and in credit acquisition
➤ CEE data from students and staff greatly improved
➤ Average daily attendance improved
➤

Prioritized areas of opportunities or greatest challenge based on the data:

➤ ELA - need to focus on LT and SC, and provide curriculum and support (based on data from 10th grade SBA)
➤ Math - adopt blended learning to improve customization and remediation (based on data from 10th grade SBA)
➤ RP adoption (Goal - SEL) - based on student surveys, attendance rate and discipline
➤

GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1A: Restorative Practices for PBIS and School Culture

OBJECTIVE:

All staff and students engaged in “tier 1” restorative practices in order to promote a healthy community. Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff (AWSP Criterion 1).

DESCRIPTION:

Social emotional skills are the skills that allow us to understand ourselves and to form healthy relationships with other people. These skills include the ability to recognize and manage emotions, to consider the perspective of others, and to effectively resolve conflicts. Social emotional skills are developed through the experiences of daily living and can also be taught and practiced. Research has shown that acquiring social emotional skills through instruction supports academic achievement and prevents risky behavior (Durlak, et. Al 2011). These competencies serve as a foundation for making responsible decisions that support individual well-being and, more broadly, support healthy communities. Challenging student behavior is often due to a skill-set deficit or a lack of base level supports. Steps can be taken to teach the needed pro-social skills and increase evidence-based supports district-wide.

“Leaders ask 'what is essential, what needs to be done, and how can we get it done?’ An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by ‘creating powerful, equitable, learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities’” (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

http://www.awsp.org/awspdocuments/AWSP_LF_Rubrics.pdf

PROGRESS MEASUREMENT:

- Completion of Action Steps (outlined below)

ACTION STEPS:

Begin/strengthen implementation of a MTSS approach focused on improving capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school. Implement more family and community outreach activities to increase communication and collaboration.

Focus Areas include:

- Differentiated instruction, student engagement, and connections to college, career, and citizenship
- Collaboration and collegial practices

Tasks	Timeline	Lead/Support	Resources	Communication	Monitoring or Completion Nov. and Dec.	Monitoring or Completion April and May
Work with IIRP coach to provide follow-up trainings on affective questioning and informal conferencing and 1:1 coaching for staff	Plan in October and November for training and coaching to start in January	Lead: Principal Support: LIT, IIRP	BSK TIRP grant	Weekly e-news and website	Contract for training.	Winter training and coaching completed. Feedback from completed sessions.
Work with IIRP trainer to arrange for 2-day training on restorative approaches to trauma and adversity	Plan in October and November for training to occur in June or August	Lead: Principal Support: LIT, IIRP	BSK TIRP grant	Weekly e-news and website	Contract for training.	None.
Implement monthly family nights to improve 2 way	Plan in November for a parent night in December, February, April	Lead: Principal Support: counselor and social worker	BSK TIRP grant	Weekly e-news and website	Event held in December, feedback forms	All events held, feedback forms

communication about school activities and expectations						
Use Healthy Youth Survey and EES Survey data to continue to monitor health and culture at our school	Implement HYS in October, monitor results in March/April. Implement EES Survey in Winter (tbd by district)	Lead: Principal Support: District and LIT		Weekly e-news and website, parent meetings	Surveys implemented	Data received and analyzed

GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL
Objective 1B: School Safety

OBJECTIVE:

To promote school safety and security, prepare for unexpected events, and have systems in place for emergency communications is a key component of Snoqualmie Valley School District communications. (Strategic Plan 3D)

DESCRIPTION:

The process of identifying facility needs (short-term and long-term) will provide and ensure safe, secure, and healthy facilities for students and staff. This objective will also facilitate communication to the community regarding the condition of the facility. The building works to identify resources, refresh contact information, define protocols, practice responses, and partner with community agencies, to prepare for unplanned situations.

PROGRESS MEASUREMENT:

Completion of Action Steps (outlined below)

ACTION STEPS:

Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.

Focus Areas include:

- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Complete scheduled and required Safety Drills (fire, earthquake, intruder drills)	2018-19 School Year	Principal and Safety Team	*Certificated and Classified Employees *Updating Emergency Backpacks		Ongoing	All Drills Completed

Work with District on updated reunification plan	2018-19 School Year	Principal and District			Ongoing	Plan implemented
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GOAL 2: Using Data and Assessment to Inform Instruction
OBJECTIVE 2A: Math

OBJECTIVE: Teachers will use multiple data elements to differentiate mathematics instruction to meet the needs of all students.

DESCRIPTION: Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in mathematics.

PROGRESS MEASUREMENT:

- Completion of Action Steps (outlined below)

ACTION STEPS:

Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.

Focus areas include:

- **SpEd, Poverty and EL in math and reading**
- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/Support	Resources	Communication	Monitoring or Completion Nov. and Dec.	Monitoring or Completion April and May
Adopt and implement blended learning for Two Rivers math classes	Training in August, implementation ongoing throughout the	Lead: Principal Support: math teacher, math coach	Comprehensive School Grant		Ongoing monitoring of implementation, use of STAR data	Fully implemented by the end of the year, monitor with IAB and SBA data

	2018-2019 school year.					
Students take several IABs, and teacher, coach and principal review claim data.	Plan in November, Implement December, February, April	Lead: Principal Support: math teacher, math coach	Comprehensive School Grant		One IAB completed.	Three IABs completed, claim data analyzed
Implement math lab course targeting freshmen in algebra	Implement in August, monitor quarterly	Lead: Principal Support: math teacher, math coach	Comprehensive School Grant		Assess first quarter data	Assess second and third quarter data

GOAL 2: Using Data and Assessment to Inform Instruction
Objective 2B: English Language Arts (ELA)

OBJECTIVE:

Teachers will use multiple data elements to differentiate ELA instruction to meet the needs of all students.

DESCRIPTION:

Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in English Language Arts.

PROGRESS MEASUREMENT:

Completion of Action Steps (outlined below):

ACTION STEPS:

Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.

Focus areas include:

- **SpEd, Poverty and EL in math and reading**
- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tasks	Timeline	Lead/Support	Resources	Communication	Monitoring or Completion Nov. and Dec.	Monitoring or Completion April and May
Adopt and implement MyPerspectives for TRS ELA classes	Training in August, implementation ongoing throughout the	Lead: Principal Support: ELA teachers, ELA coach	Comprehensive School Grant		Ongoing monitoring of implementation, use of STAR data	Fully implemented by the end of the year, monitor with IAB and SBA data

	2018-2019 school year.					
Students take several IABs, and teacher, coach and principal review claim data.	Plan in November, Implement December, February, April	Lead: Principal Support: ELA teachers, ELA coach	Comprehensive School Grant		One IAB completed.	Three IABs completed, claim data analyzed
Science and Social Studies teachers work on CCSS that apply to their disciplines	Plan in December, Implement second semester	Lead: Principal Support: ELA teachers, ELA coach	Comprehensive School Grant		Plan completed	Plan implemented