



School Improvement Plan, 2015-2016

Goal 1, English Language Arts: The school will address the specific needs of those students who are below benchmark in order to improve their scores on the SBA and STAR ELA tests by June 2016.

FALL 2015 STAR READING							
Grade	No. of Students	Proficiency					
		At/Above 40			Below 40		
		Total	%	Mean PR	Total	%	Mean PR
Grade 6	10	10	100	75	1	10	2
Grade 7	9	9	100	78	1	11	37
Grade 8	13	13	100	86	1	8	38
GOAL							

English Language Arts SBAC	
GRADE	PROFICIENT
Grade 6	80%
Grade 7	100%
Grade 8	100%
GOAL	

Rationale:

- This goal addresses the District’s Strategic Goal of “Success for All Students.”
- Data identifies a small number of students who may benefit from targeted assistance by PLCs and teachers.

Actions:

- Utilize block scheduling for both ELA and Math
- Regularly include interdisciplinary units that make use of science and social studies to strengthen skills and improve interest
- Include student-hosted seminars with students, parents, community members, and administrators as guests



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- Use “student studies” (detailed summaries of a student’s situation) brought to PLCs to generate new strategies to address student needs
- Allow students to demonstrate ELA knowledge in alternative formats: art, music, performances, etc.
- Build student choice into many assignments (what novel they read, independent project topics, designing their own assignments and assessments), and allow students to share in deciding how they will take in information and how they will demonstrate mastery
- PLCs will collaborate and identify priority learning targets, align assessments, analyze data, use best practices and adjust instruction
- Integrate a project-based approach to all aspects of language arts instruction



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GOAL 2: MATH: School will improve the scores of those students who are below benchmark on the SBA and STAR Math assessments by June 2016.

FALL 2015 STAR MATH							
Grade	Number of Students	Proficiency					
		At/Above 40			Below 40		
		Total	%	Mean PR	Total	%	Mean PR
Grade 6	10	6	60	80	4	40	23
Grade 7	9	8	89	76	1	11	27
Grade 8	13	13	100	76	-	-	-
GOAL							

Math SBAC	
GRADE	PROFICIENT
Grade 6	60% (5 students)
Grade 7	90% (10 students)
Grade 8	75% (8 students)
GOAL	

Rationale:

- This goal addresses the District’s Strategic Goal of “Success for All Students”. This goal also moves us toward the District’s goal of being in the top 5% for graduation rates in Washington State by 2020.
- Data reveals an opportunity adjust instructional curricular materials and pacing through PLC's.

Actions:

- Utilize block scheduling for both ELA and Math; Master Schedule created to build RIT/MTSS capacity



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- Use “student studies” (detailed summaries of a student’s situation) brought to PLCs to generate new strategies to address student needs
- All Options teachers will collaborate to make decisions about math placement, to arrange for cross-age tutoring on a weekly basis, and to coordinate with KHS to provide for advanced math instruction for students who are significantly ahead
- The program will maintain flexibility in regard to student placement, focusing on ability rather than age
- The class will use cooperative learning structures to provide opportunities for students to learn at their own pace in small groups by means of student tutors and parent volunteer tutors. IEPs will be implemented for the two students who have them, including one-on-one time working with paraeducators.
- The class will make use of alternative approaches to math instruction, including through science projects, music projects, and embedding math into science, language arts, and social studies.
- PLCs will collaborate and identify priority learning targets, align assessments, analyze data, use best practices and adjust instruction



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Goal 3, School Culture: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Actions:

- We will develop a consistent method for identifying and tracking student behavior in order to develop appropriate interventions.
- Create a culture that recognizes the value of taking risks and the learning potential of failures
- Build a network of at-school and off-school support through involvement of parents and community members
- Recognize the walls of the classroom are not boundaries of learning—we will put priority on student involvement with the community, in the classroom and out
- Coordinate with MTSS and PBIS team and school counselor to address serious behavior issues as needed
- Student voice and leadership