



SCHOOL IMPROVEMENT PLAN 2019/2020

The Best of Tradition and Innovation

Valley School District Board of Directors approval date: October 16, 2019

School and Personnel Identification and Signatures

Valley School District # 070
Paideia High School
3043 Huffman Road
Valley, WA 99181
Phone: (509) 937-2656, FAX (509) 937-2691

Matt Cox, Principal

Ben Ferney, Superintendent

William Wilson, Board President

The signatures below certify this School Improvement Plan is in accordance with all applicable requirements of WAC 180-16-220.



Matt Cox, Principal



Ben Ferney, Superintendent,



William Wilson, Board Chair

Effective Date: 2019 – 2020 School Year

**2019-20 Paideia High School
Valley School District
School Continuous Improvement Plans**

1. Purpose Statement

The purpose of this School Improvement Plan (SIP) is to improve student learning in Paideia High School consistent with the mission of Paideia High School and the Valley School District. This is done in compliance with the requirements of WAC 180-16-220.

2. Current and Valid Certificate.

Paideia High School (PHS) is staffed by teachers who all hold a current and valid certificates through the state of Washington appropriate to their primary teaching responsibility.

3. Values/Commitments Statement(s)

PHS will be in its ninth year of operation during the 2019-20 school year. PHS is a unique and innovative program that was approved by OSPI as an Innovative Inter-district Cooperative High School in response to the passage of ESHB 2913. Several changes have and will be occurring relative to facilities, course structure, staffing, and systemic infrastructure. The foundation associated with facilitating the decision making process largely falls on direction provided by the following documents:

-Valley School District Mission Statement

-*Paideia High School Constancy of Purpose Statement* and the documents referred to therein

-*Tool Time for Education*, Langford International, Inc.

-*Tools for Teaching*, Fred Jones

-*ESHB 2913*

School Profile

While the majority of the 62 students attending PHS (as of May 2018) physically reside in the Valley School District, service is also provided to students whose home district is Loon Lake, Summit Valley, Chewelah, Springdale, Mt. Spokane, and Deer Park. The diversity of home districts can be attributed to word of mouth referral by the parents of current students.

2017-18 Demographics (OSPI Washington State Report Card)

Enrollment	
2018-19	54
Gender (%) (October 2018)	
Male	48.1
Female	51.9
Race/Ethnicity(%) (October 2018)	

Hispanic / Latino of an race(s)	9.3
White	81.5
Two or More Races	7.4
Black/African American	1.9
Special Programs (%) (May 2018)	
Foster Care	3.7
Low Income	57.4
Homeless	13
Military	1.9
Special Education	16.7
Mobile	5.6
Migrant	0
Section 504	0
Other Measures	
Class of 2018, 4-Year Graduation Rate	90%

Student Achievement

It is widely held that student achievement goals are met through the use of appropriate curriculum and best practices of teaching. The instructional and curricular systems that drive the actions of staff are based on the philosophical beliefs as written in the *Paideia High School Constancy of Purpose Statement*.

State Test Scores

Due to the enrollment size of PHS, adequate year progress (AYP) is met each year by virtue of acceptance of its *School Improvement Plan* by OSPI, therefore aggregated data on state test scores is not readily available. However, the actions of PHS staff are data driven. PHS student achievement levels are monitored annually through a complex cadre of teacher designed formative assessment tools that measure and monitor student growth, by teachers and students. PHS students participate in the Smarter Balanced Assessment for Mathematics, English Language Assessment (ELA), and Washington Comprehensive Assessment of Science (WCAS). While the pass rates for these assessments when taken by students the first time, are equal to or better than the state average, the interventions employed to ensure student success remain an attribute of the PHS academic intervention process. PHS staff are aggressively working to make the alternative pathways outlined in HB 1599 available to students. Historically, by the end of their 12th grade year, all students have met the state testing math and language requirements for graduation.

4. Review of previous year's goals and accomplishments

Progress was made in every goal area during the 2018-19 school year.

-Though there were students who failed courses during the 2018-19 school year, students did not incur graduation requirement setbacks that would endanger

students' graduation date. In addition, multiple interventions were improved to help struggling students. These include:

- Staff engaged in professional development that helped to identify students who were at risk and develop assessment strategies that accurately reflect a student's level of mastery.
- An "Intensive Study Time" program, that was introduced during the 2017-18 school year, provided students with a learning environment that was free from distractions and provided additional contact time with teachers.
- All new staff reported having participated in professional development related to Seminar, Fred Jones, Tools for Education systems, and continuous improvement processes found in the *Tool Time for Education*, Langford International, Inc system.

-The fifth year for *College in the High School* was a success. 24 students earned 208 total college credits. There were 11 *College in the High School* courses offered. Five of eight certificated staff are approved to teach courses through Central Washington University, Eastern Washington University, or both.

-Physics (Astronomy) and Music Appreciation were offered for the first time.

-Sam Palmer became the first state archery champion for PHS, and he also competed at the Nat'l Archery tournament in Salt Lake City, Utah.

-Approximately 900 individual lessons were provided for piano and voice students.

-The amount of square footage available for P.E. instruction during inclement weather grew with the enclosure that was started around the multicourt.

-A student-centered effort to improve the learning environment surpassed the planned goal by reducing the number of illegal activities occurring on the way to school, while at school, or on school sponsored events to only 4 confirmed incidents as opposed 23 incidents that occurred during the 2016-17 school year. Also, 91% of the students reported taking an active role in encouraging others to act appropriately.

-Survey feedback from current and past students, parents, and staff continue to reflect a positive culture where students' individual needs are met while maintaining a rigorous learning environment.

-System wide improvements were made to the High School and Beyond Plan (HSBP) graduation requirement. Teachers now loop as grade level advisors and are creating grade level capacity matrices for the 7th period HSBP class. Students toured Eastern Washington University, Whitworth University, and Spokane Community College. Students participated in an on-site career fair, that featured 7 career fields. Special education students attended a career fair in Davenport.

-Cam Awesome, who is a 5x U.S. Heavyweight boxing champion, put on a motivational assembly for PHS and Valley Middle School students.

5. Specific SMART improvement goals for 2019-20

Goal #1: By the end of the 2019-20 school year, all students will pass 100% of their classes.

Goal Statements:

- 1a) During the 2019-20 school year all staff members who are approved to teach Running Start-*College in the High School* courses will continue to participate in the required professional development workshops needed to ensure that all students are successful in earning college credits.
- 1b) During the 2019-20 school year, staff members will be provided with the training necessary to help them understand, and apply the Fred Jones, *Tools for Teaching* classroom behavior management system, the three columns of teaching and seminar process, and the Langford, *Tool Time for Education* system.
- 1c) During the 2019-20 school year, systemic interventions that address students' individual needs will continue to be developed.

Goal #2: By the end of the 2019-20 school year, there will be a 0% drop out rate.

Goal Statements:

- 2a) During the 2019-20 school year, all students will initiate/update their *High School and Beyond Plans* (HSBP) using the *WOIS/Career Information System*. The 7th period independent study period will contain grade level appropriate goals, defined by capacity matrices for students' progress towards post-secondary transition planning.
- 2b) During the 2019-20 school year, all students will pass the state, and SB Math and English Language Assessments (ELA) required for high school graduation. Systemic support will be implemented so that students can meet state alternative assessment pathways as described in E2SHB 1599.
- 2c) During the 2019-20 school year, planning and preparations will occur to increase the square footage for instructional use. This will include an enclosure for the multicourt facility.
- 2d) The current pathways for earning credits towards graduation will continue to be reviewed so that the number of post-secondary transition opportunities increases by at least two.
- 2e) During the 2019-20 school year, VSD Board policy and procedures (Policy #2410 and Procedure #2410P1) related to high school graduation requirements will be updated to reflect the addition of post-secondary transition opportunities.
- 2f) During the 2019-20 school year, HSPB activities that promote the involvement of parents will increase by at least two.

Goal #3: During the 2019-20 school year procedures for collecting, evaluating, and sharing longitudinal achievement related data sets will continued to be established.

Goal Statement:

- 3a) During the 2019-20 school year, the procedures for the data sets identified through the 2015-16 PHS SIP will continued to be monitored and established. The data sets that will be the focus are listed below.
 1. Washington State Report Card
 2. P210 Attendance Summary

3. Partnership Board Survey
4. Fall/Spring Parent Conference Surveys
5. PHS Student End of Year Survey
6. PHS Staff Feedback of Principal Performance Survey
7. 1, 5, 10 Year Student Post Graduation Survey
8. *College in the High School* Data
9. PHS Annual Staff Development Summary

6. Planned Professional Development:

Staff professional development will include in-services three days prior to the start of school, various activities throughout the school year as part of the professional growth plan process and concluding with three days of in-service after school ends in June. The content of these professional development activities will be aligned with the goals set out in this plan as well as the professional goals set by each staff member. Individual staff members will complete professional development activities that are aligned with their professional growth plan goals.

7. Description of Planned Stakeholder Involvement:

Stakeholder involvement in this school improvement plan can be observed through free – flowing dialogue at evening parent meetings, a weekly email newsletter from the Principal, parent-student-teacher conferences, parent involved district level committees, staff in-service days, weekly staff meetings, and new student orientation conferences. *Boosters for Bears* is a 501 3c registered nonprofit organization made up of parents and community members working with the common purpose of supporting students through financial and labor activities.

8. Educational Equity.

Paideia High School maintains a philosophy that promotes equity. For example, take the following excerpt from the book *The Paideia Program*:

The Paideia Program seeks to establish a course of study that is general, not specialized; liberal, not vocational; humanistic, not technical. Only in this way can it fulfill the meaning of the words “Paideia” and “humanitas,” which signify the general learning that should be in the possession of every human being (page 6).

Another example of this belief is found in the *Constancy of Purpose Statement*, under “Declaration of Paideia Principles”:

“The best education for the best, is the best education for all” (point three). PHS works diligently to provide all children with the same quality of education. Evidence of this practice is seen in the master course schedule, cohort system and inclusion model for special education services.

9. Technology.

Technology has been an integral component of the instructional model for PHS. The ratio of laptop computers to students is greater than 1:1. Technology is readily used in the science, mathematics, language, history, and fine arts courses. In addition, all classes have been retrofitted with wireless internet. Nine of ten classrooms on campus provide laptop computers for student use to complete academic coursework.