



SCHOOL IMPROVEMENT PLAN

2021/2022

The Best of Tradition and Innovation


Valley School District Board of Directors approval date: January 19, 2022


School and Personnel Identification and Signatures

Valley School District # 070
Paideia High School
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Kellie Martinez, 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.


Kellie Martinez, Principal


Ben Ferney, Superintendent,


William Wilson, Board Chair

Effective Date: 2021 – 2022 School Year

**2021-2022 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 certificate through the state of Washington appropriate to their primary teaching responsibility.

3. Values/Commitments Statement(s)

PHS will be in its eleventh year of operation during the 2022-22 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 most of the 72 students attending PHS (as of December 2021) 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.

2020-21 Demographics (OSPI Washington State Report Card)

Enrollment	
2020-2021	69
Gender (%) (October 2018)	
Male	50.7
Female	49.3
Race/Ethnicity(%) (October 2020)	

Hispanic / Latino of an race(s)	7.2
White	79.7
Two or More Races	8.7
Black/African American	1.4
Special Programs (%) (May 2020)	
Foster Care	0
Low Income	65.2
Homeless	5.8
Military	1.4
Special Education	16.7
Mobile	7.2
Migrant	0
Section 504	0
Other Measures	
Class of 2019, 4-Year Graduation Rate	83%

Student Achievement

It is widely held that student achievement goals are met using 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. It must be noted that Smarter Balanced Assessments for the 2020-21 school year were postponed until Fall 2021.

4. Review of previous year's goals and accomplishments

Progress was made in every goal area during the 2020-21 school year.

-Though there were students who failed courses during the 2020-21 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 The Paideia Proposal, and continuous improvement processes found in the *Tool Time for Education*, Langford International, Inc system.

-The seventh year for *College in the High School* was a success. There were 6 *College in the High School* courses offered. Three of eight certificated staff are approved to teach courses through Central Washington University, Eastern Washington University, or both.

-The amount of square footage available for P.E. instruction during inclement weather grew with the completion of the "Bear's Den", PHS's multi-court enclosure.

-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 continue to loop as grade level advisors and are creating grade level capacity matrices for the 7th period HSBP class.

-Despite starting the year on-line and progressing to full time in person learning our graduation rate was 88%.

5. Specific SMART improvement goals for 2021-22

Goal #1: By the end of the 2021-22 school year, all students will pass 100% of their classes.

Goal Statements:

1a) During the 2021-22 school year all staff members who are approved to teach *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 2021-22 school year, all staff members will be provided with the training necessary to help them understand and apply the Paideia Philosophy during a pandemic.

1c) During the 2021-22 school year, systemic interventions that address students' individual needs will continue to be developed and with consideration for the barriers that are inherent to providing instruction during a pandemic.

Goal #2: By the end of the 2021-22 school year, there will be a 0% drop out rate.

Goal Statements:

- 2a) During the 2021-22 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.
- 2b) 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.
- 2c) During the 2021-22 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.

Goal #3: During the 2021-22 school year Paideia High School will renew its AESD Accreditation.

Goal Statement:

- 3a) During the 2021-22 school year, the procedures for the data sets identified through the 2015-16 PHS SIP will continued to be presented. The data sets that will be the focus of the accreditation 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 two 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. Dr. Terry Roberts, Director of the National Paideia Center held a virtual professional development session. Staff also engage weekly in one hour of professional development on a variety of topics including, The Paideia Proposals, Seminar, Fred Jones, and inclusion. As well as staff attending the National Paideia Conference 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. Technology is provided to any student who wishes to check out a computer to complete schoolwork at home.