



# **SCHOOL IMPROVEMENT PLAN**

## **2022/2023**

The Best of Tradition and Innovation

Valley School District Board of Directors approval date: \_\_\_\_\_

**School and Personnel Identification and Signatures**

Valley School District # 070  
Paideia High School  
3043 Huffman Road  
Valley, WA 99181  
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Kellie Martinez, Principal      Mandi Rehn, 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

\_\_\_\_\_  
Mandi Rehn, Superintendent,

\_\_\_\_\_  
William Wilson, Board Chair

Effective Date: 2022 – 2023 School Year

**2022-2023 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 twelfth year of operation during the 2022-23 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 47 students attending PHS (as of October 2022) 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.

2021-22 Demographics (OSPI Washington State Report Card)

<b>Enrollment</b>	
2021-2022	72
<b>Gender (%) (October 2021)</b>	
Male	56.9
Female	43.1
<b>Race/Ethnicity(%) (October 2021)</b>	

Hispanic / Latino of an race(s)	6.9
White	75.0
Two or More Races	15.3
Black/African American	1.4
Native Hawaiian/Other Pacific Islander	1.4
<b>Special Programs (%) (May 2021)</b>	
Foster Care	0
Low Income	63.9
Homeless	0
Military	1.4
Special Education	16.7
Mobile	4.2
Migrant	0
Section 504	11.1
<b>Other Measures</b>	
Class of 2019, 4-Year Graduation Rate	88%

### 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).

## **4. Review of previous year's goals and accomplishments**

Progress was made in every goal area during the 2022-23 school year.

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.

- A Missing Assignments Intervention System was implemented. The impact of this system will be discussed in the goal met section.
- 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 eighth 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.

-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 7<sup>th</sup> period HSBP class.

#### **Data Presented on 2021-2022 Goals**

**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.

1.4.22-43% of students (27) were failing one or more classes

6.6.22-29% of students (18) were failing one or more classes

6.14.22-22% of students (14) were failing one or more classes

An intervention system was implemented second semester to assist students in staying on top of missing assignments.

**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.

11 of 13 seniors graduated on June 4, 2022. One student transferred and graduated from another school district. One student did not have the credits needed to graduate on June 4<sup>th</sup>, 2022.

**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 continue 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

Paideia renewed their AESD accreditation through 2028.

**Recommendations from AESD**

To maintain a consistent academic program, stable staffing is essential. This has been a challenge at Paideia during the 2021-22 school year. Attending to the staffing issues from the district level in paramount, as lacking staff (i.e. math teacher) has impacted student behavior and student learning.

Work with administration and staff to determine a discipline philosophy and consistently reinforce positive student behavior and provide effective and consistent consequences for negative student behavior.

**Commendations from AESD**

Students are all known, and cared for at Paideia. The school's size and philosophy create an environment when no students fall through the cracks and all get individualized attention.

Communication from administration and staff is outstanding. Friday Focus, bi-monthly grade updates and the mailed monthly calendar...along with parent access to Skyward...are examples. Furthermore, the school's Open-Door policy is greatly appreciated.

**5. Specific SMART improvement goal for 2022-2023**

**Goal #1: During the 2022-2023 school year, students will demonstrate ownership of their own learning in student lead conferences in which they explain and share progress in realizing both hard and soft self-selected goals.**

*Goal Statements:*

- 1a) During the 2022-23 school year all staff members will work with their student co-horts to develop and accomplish hard and soft self-selected goals.
- 1b) During the 2022-23 school year students and staff will work together to create narrative grade reports which will help determine growth for hard and soft self-selected goals.
- 1c) During the 2022-23 school year, systemic interventions that address students' individual needs will continue to be developed and with consideration for the barriers that are inherent to learning post-pandemic.

**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 one day in June 2023. Staff also engage weekly in one hour of professional development on a variety of topics including, The Paideia Proposal, Seminar, Fred Jones, and inclusion. 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.