

Methow Valley Elementary School

and

Methow Valley School District

School Improvement Plan

2006-2007

Revised

October 20, 2006

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**METHOW VALLEY ELEMENTARY SCHOOL
and
Methow Valley School District**

**School Improvement Plan (SIP)
October 2006**

Introduction

The following presents the Washington Administrative Code (WAC) for the School Improvement Plan (SIP), and describes how Methow Valley Elementary School and the Methow Valley School District comply with this code. This approach should help the reader to easily understand the expectations on the part of the state and how the District and the Methow Valley Elementary School complies with the SIP law.

Washington Administrative Codes/Methow Valley Elementary School Responses

WAC 180-16-220 Supplemental basic education program approval requirements. The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by **WAC 180-79A-140** to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by **WAC 180-82-105**, **180-82-120**, and **180-82-125**, respectively.

Methow Valley School District can provide evidence that the certificated staff have current and valid certificates.

(2) **Annual school building approval [of the SIP].**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

The evidence of an annual school board approval for the School Improvements Plans is found in the school board minutes. The board of directors is scheduled to approve the school improvement plans in October of each year.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a

continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.

The School District Climate Survey included parents, students, teachers, administrators, and school board members. A committee spent two years developing the format for the survey, which was conducted in April of 2006. On May 10, 2006, the School District held a data carousel in which ten stations were set up for staff to analyze and make narrative statements about data drawn from the Climate Survey as well as statements from data related to the Washington Assessment of Student Learning (WASL) scores, the Healthy Youth Survey, and the student demographics. Subsequently, the school used these statements to develop its goals, including school improvement goals.

(i) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";

These goals include the following according to RCW 28A.150.210:

- Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Methow Valley Elementary School subscribes to these goals. Moreover, the District developed its own mission and vision statements through its strategic planning activities. Under the vision statements and in the curriculum adoption process the District and school developed a number of nonacademic student learning and growth-related goals.

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

Methow Valley Elementary School promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements (EALRs). This evidence is found above within the answer under 2(b). In addition, specific goals for the Methow Valley Elementary School are attached.

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

The Methow Valley Elementary School recognizes non-academic student learning. To promote respectful behavior is one of its non-academic SIP Goals. A student perception survey is given to all students at the beginning and end of each school year to measure the climate of the school.

Every classroom also elects student representatives to be part of the school's student council that will help organize student-based activities, such as assemblies. Students will also work through the District's family empowerment program to develop respect for each other by participating in cooperative group building games.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

The SIP is based on a self-review and participation of staff, students, families, parents, and community members. The Methow Valley School District actively conducts a self-review of its program, with input from many stakeholders within the community—board, principals, teacher, school counselor, parents, community members at large, and the superintendent. The school district climate survey (see 2(c) above) included responses from all of the aforementioned stakeholders, as did the first strategic planning meeting of October 7, 2006.

(d) The school improvement plan shall address, but is not limited to:

(i) The [SIP includes] characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

*As the SIP was developed, the school remains cognizant of the nine **characteristics of successful schools** as reflected in the Methow Valley School District mission and vision statements (see attached). As found on the OSPI website, the nine characteristics follow:*

- *First, these schools have a clear and shared vision and purpose.*
- *Second, these schools have high standards and expectations for all their students.*
- *Third, effective leadership is provided in both instructional and administrative areas.*
- *Fourth, these schools have high levels of teamwork.*
- *Fifth, these schools have aligned their curriculum and instruction with the state standards and assessments.*
- *Sixth, these schools closely monitor teaching and student progress.*
- *Seventh, these schools emphasize professional development.*
- *Eighth, these schools have a supporting learning environment.*
- *Ninth, these schools have a high level of parental and community involvement.*

(ii) [Within the SIP] educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

The Methow Valley School District and Methow Valley Elementary School address issues of educational equity (staff, race, ethnicity, culture, language, and physical/mental ability). For example, the District and School complies, in part, as follows:

- *Updating the Affirmative Action report for OSPI every three years;*
- *Completing a Civil Rights Data Collection Report by building;*
- *Considering equity as a factor in hiring;*
- *Requiring completion of a home language survey to help address issues of language equity;*
- *Providing equal access to all of its basic classes and activities;*
- *Providing equal access to qualifying students to special education, Title I, LAP, PAS and bilingual programs;*
- *Completing a Title IX compliance report for students; and*
- *Reviewing and reports on student access to sports and activities by gender.*

(iii) [The SIP includes] the use of technology to facilitate instruction and a positive impact on student learning; and

The District addresses the use of technology in its SIP to facilitate instruction. The District adopted the following technology goal: Using technology as a guide, the District will provide greater student access to technology. For example, the District remodeled and upgraded the equipment in the elementary computer lab in the fall of 2006, replacing a lab filled with old, donated computers. In addition, a District technology committee reviews district-wide staff technology needs and requests.

(iv) [The SIP addresses] parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

The District and the Methow Valley Elementary School involved parent, family and community in the development of the SIP. In addition to the items mentioned under 2(c) above, the following serve as examples of the District and Methow Valley Elementary School commitment to parent, family and community involvement:

- *Scheduling a school-wide open house in the first weeks of school;*
- *Scheduling parent-teacher-student conferences each November;*
- *Partnering with Public School Funding Alliance (PFSA);*
- *Meeting monthly with the editor and writer for the local Methow Valley News paper;*
- *Partnering with an association of parents and teachers and a booster club to sponsor various sporting and other activities;*
- *Providing local art shows and visual events, such as a mural on a local post office and on the Methow Valley Sports Trails;*
- *Sponsoring community mentors for elementary and junior high students; and*
- *Supporting National Honor Society members in tutoring other students on campus.*

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

Elements of two of the nine characteristics of high performing schools—effective communication (#3 – High Levels of Collaboration and Communication) and demonstration of respect for others

(#8-Supportive Learning Environment)—will increase each year for three years (06-07, 07-08, 08-09 school years) among students and staff as measured by perception surveys.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.

Methow Valley Elementary School is not identified as one for School Improvement according to the NCLB guidelines.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

Neither the Methow Valley School District nor the Methow Valley Elementary School seeks certificate waivers.

School Improvement Goals 2006-2007				
Methow Valley Elementary School Improvement Goals School Year 2006- 2007				
Goal	Progress	Steps	Time	Person in charge
Using the Grade Level Expectations (GLEs) as an instructional guide, at least 80% of the Methow Valley School District students at each grade level will meet the Washington Assessment of Student Learning (WASL) math standard by spring 2009.	Beginning	<ul style="list-style-type: none"> ❑ Use WASL grade level math vocabulary when planning lessons to improve WASL scores. ❑ Refer to WASL test and items specifications in lesson planning to improve WASL scores. 	On going through out the year.	Principal/ Math committee Teachers
Elements of two of the characteristics of high performing schools, effective communication (#3-High Levels of Collaboration and Communication) and demonstration of respect for others (#8-Supportive Learning Environment) will increase each year for three years (06-07, 07-08, 08-09 school years) among students and staff as measured by perception surveys.	Beginning	<ul style="list-style-type: none"> ❑ Assure attendance by teacher representatives and the principal at parent group meetings. ❑ Promote and publicize the accomplishments of the school and students. ❑ Improve communication between the school and the para-educator staff. ❑ Create a respectful environment in each classroom and revisit each quarter. ❑ Administer a survey at the beginning and ending of each year to collect data about how students are feeling about respectful behavior. 	On going through out the year.	Principal/Staff Principal/Staff Principal Principal/Teachers Principal/Teachers

Goal	Progress	Steps	Time	Person in charge
Using the Grade Level Expectations (GLEs) as an instructional guide, at least 80% of the Methow Valley School District students at each grade level will meet the WASL writing standards by spring, 2009.	Beginning	<ul style="list-style-type: none"> ❑ Provide the “one-paper” of the six-traits writing assessment rubric for vocabulary to be used in writing across the curriculum. ❑ Provide opportunities for students to publish their writing using the writing process. ❑ Establish an annual K-6 Young Writer’s Conference by the spring of 2007. 	On going through out the year.	Principal/Writing committee Writing committee Writing committee
Using the Grade Level Expectations (GLE’s), at least 75% of the students at each grade level will meet the WASL science standards by spring 2009.	Beginning	<ul style="list-style-type: none"> ❑ Provide a 5-10-minute review of the GLEs and other resources at each staff meeting. ❑ Emphasize inquiry application and systems into instruction. ❑ Teach WASL scoring elements to students and incorporate into lessons and grading. 	On going through out the year. On going Fall 2007	Science Committee/ Principal Science Committee Science Committed
Using the Technology Plan as a guide, the District will provide greater student access to technology.	Completed	<ul style="list-style-type: none"> ❑ Complete the new elementary computer lab. 	Fall 2006	Tech Committee/ Principal

**METHOW VALLEY SCHOOL DISTRICT
MISSION and VISION STATEMENTS**

MISSION STATEMENT

The mission of Methow Valley Schools, in partnership with the community, is to educate each individual by promoting character development, critical thinking and a desire for lifelong learning and discovery.

VISION STATEMENTS

Students: Students are actively involved in a variety of educational opportunities, feeling confident and able to reach their full potential. Students come to school ready to learn and are respectful, responsible, and cooperative.

Staff: Teachers are learning facilitators who create a flexible learning environment with the assistance of other staff members, community volunteers, students, technology and innovative instructional approaches that meet the needs of all students.

Social Needs: Support in a safe school environment is provided for every individual to realize personal potential to achieve a high level of self-worth; to develop respect for the rights and needs of others; and to promote the acceptance of the diversity of others.

Curriculum: Staff, students, parents and community members challenge each other to excellence through an imaginative, interactive, integrated, inspiring, individualized curriculum appropriate to skills, interests, and life goals.

Facilities [and Equipment]: The school campus is a balanced ecosystem with multi-use facilities that reflect pride and respect and welcome the community to activities that meet academic, social, physical and emotional needs.

Technology: Multimedia technology is integrated into a transparent learning environment, thus empowering our campus and globally networked learners to acquire knowledge and skills to ably meet and compete academically and socially today and into the next decade.

School-Community: Local and non-local resources are integrated with the schools to create an empowering learning environment that launches learners into valuable experiences as they pursue knowledge to meet the challenges of the future.

Requirements for School Improvement Plan WAC 180-16-220

This checklist contains the required elements for School Improvement Plans under WAC 180-16-220 and subject to review by OSPI. The checklist is intended as a tool to assist in preparation of the School Improvement Plan and need not be submitted to OSPI.

- Evidence of annual school board approval
- Staff certification requirements
- Use of data to establish improvement
- Promote continuous improvement in student achievement of state learning goals and essential academic learning requirements (EALRs)
- Recognition of non-academic student learning
- Based on self-review and participation of required participants (staff, students, families, parents, and community members)
- Addresses characteristics of successful schools
- Addresses educational equity (gender, race, ethnicity, culture, language, and physical/mental ability)
- Addresses use of technology to facilitate instruction
- Addresses parent, family, and community involvement

Buildings/districts with N<10 who do not submit the required School Improvement Plan will not make adequate yearly progress. Failure to make adequate yearly progress for two consecutive years will result in identification for school improvement beginning with Step 1. The consequences associated with each step are detailed at:

<http://www.k12.wa.us/ESEA/pubdocs/AYPSanctionsJuly2005.doc>.

???Methow Valley Elementary through its SIP Goals has set a goal to promote respectful behavior. A student perception survey was given to all students at the beginning and end of the school year to measure the climate of the school. Every classroom will elect student representatives to be part of the school's student council that will help organize student-based activities, such as assemblies. Students will also work through the district's family empowerment program to develop respect for each other by participating in cooperative group building games.

???The students at Liberty Bell Jr.-Sr. High School have multiple opportunities for public speaking through many of their core classes, especially English. All seniors are required to give a public presentation as an exit project. Many of our students participate in extracurricular activities, student government and clubs, which afford the opportunity for leadership, interpersonal relationship skill building, teamwork, and self-confidence. The high school offers a leadership class open to all students that directly works on leadership skills, interpersonal relationships, and teamwork.

?????????Alternative Educational Experience program recognizes non-academic student learning as an important part in the students' education plan by offering various opportunities, including specially tailored classes once a week with a guest, including clay modeling, ornithology walks, Spanish classes, and field trips.

?????????Independent Learning Center recognizes non-academic student learning as an important part in the students' education plan by offering various opportunities, including cooking classes, Methow Valley Arts Alliance classes, yoga, discussion groups, and a support center.