

**Methow Valley Independent Learning Center**

and

**Methow Valley School District**

**School Improvement Plan**

**2006-2007**

**Revised**

**October 20, 2006**

## CONTENTS

Introduction.....	3
Washington Administrative Code and School Compliance Responses.....	3
Attachments	
• Attachment A: School Improvement Goals.....	8
• Attachment B: MVSD Mission and Vision Statements.....	10
• Attachment C: Requirements for School Improvement Plan.....	11

**METHOW VALLEY INDEPENDENT LEARNING CENTER  
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 Independent Learning Center (ILC) 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 Independent Learning Center (ILC) complies with the SIP law.*

**Washington Administrative Codes/ILC 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.

*Independent Learning Center 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

*Independent Learning Center 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 Independent Learning Center 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.

*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 speakers from our local*

*support center. In addition, students have access to all Liberty Bell Senior High after-school sports and activities.*

(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 Independent Learning Center 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. 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 Independent Learning Center 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 the Independent Learning Center commitment to parent, family and community involvement:*

- *Scheduling parent-teacher-student conferences;*
- *Providing an “open door” policy for drop-in visits; and*
- *Partnering with Public School Funding Alliance (PFSA).*

(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.

*ILC 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 Independent Learning Center seeks certificate waivers.*

<b>Methow Valley ILC School Improvement Process (SIP) Goals School Year 2006-2007</b>				
<b>Instructional Goal Statements</b>	<b>Progress</b>	<b>Major Implementation Activities (Listed in steps.)</b>	<b>Time</b>	<b>Person In Charge</b>
<b>Using Grade Level Expectations (GLEs) as an instructional guide, at least 75% of the Methow Valley School District students at each grade level will meet the Washington Assessment of Student Learning (WASL) science standard by spring 2009.</b>	Beginning	<input type="checkbox"/> Letter home with explanation of the importance of the science WASL, activities planned and request for support.	Ongoing	ILC teachers
		<input type="checkbox"/> Teachers will participate in ongoing professional development.	Ongoing	ILC teachers
<b>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) writing standard by spring, 2009.</b>	Beginning	<input type="checkbox"/> Schedule time during school year to build a scope and sequence for Math.	January-June 2007	ILC teachers
		<input type="checkbox"/> Special class for students designed with WASL questions and GLEs as guides.	Ongoing	ILC teachers
		<input type="checkbox"/> One on one tutoring when requested or deemed required.	Ongoing	ILC teachers
<b>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.</b>	Beginning	<input type="checkbox"/> Schedule time during school year to build scope and sequence for Language Arts/English.	Ongoing	ILC teachers
		<input type="checkbox"/> Model lesson plan designed to prepare for successful completion of WASL.	Ongoing	Math teachers ILC teachers



**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>.