

Steilacoom Historical School District Improvement Plan 2020-2023



Steilacoom Historical School District is committed to providing the best education for every student by:

- **providing an engaging educational experience where students achieve at high levels.**
- **thoughtfully planning operational success by addressing the short and long term needs of our school community.**
- **supporting student well-being by implementing high quality social and emotional learning practices.**
- **connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.**

Based on these values and our commitment to our students and community, our District Improvement Goal for 2020-2023 is:

We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.

Our SEL and Inclusive Practices work are founded on these values

1. Cognitive development and social emotional development are interdependent. As students increase their social emotional competencies, academic performance also increases.
2. Caring about the hearts of those we work with, both students and staff, is the most important thing we do in education. With an intentional focus on social emotional learning (SEL), and through a lens of “school connectedness” and belonging, we can better attend to the hearts of those we serve.
3. Understanding the science behind why and how the brain is affected by stress, emotions, and trauma helps us develop ways to support students’ mental health and well-being, which impacts both readiness to learn and long-term life outcomes.

4. All students are general education students, and all staff are responsible for creating learning environments that meet the needs of all students.
5. Our system-wide emphasis on the neuroscience of social and emotional learning supports students' development of each social-emotional learning standard: self-awareness, social awareness, self-management, responsible decision-making and relationship skills.
6. Social and emotional development is not just about the skills that individuals possess, it is also about the features of the educational setting we provide.

District Profile

3,092
Students Enrolled

Students Meeting State Learning Standards

70.4%	51.4%	52.4%
ELA	Math	Science

94% Graduated in 4 Years

65.6% of students enter kindergarten-ready

3.4% English Language Learner/Multi-Lingual

24.1% Low-Income

34.1% Military Parent

13.5% Students With Disabilities

[Data Source: OSPI School Report Card, 2019]

Systems aligned to mission

The district has analyzed data and taken input from stakeholders to identify systems and structures that foster effective Enriched Core Instruction and implementation of Universal Design for Learning. These systems will be reviewed regularly for effectiveness and impact on SEL and academic learning:

- Coaching/mentoring
- Communication & Collaboration
- Inclusive and Equitable Resources
- Shared Power & Responsibility
- Hiring & Onboarding
- High-Quality professional learning
- Adult Learning Culture
- Feedback to Support Implementation
- Social-Emotional & Behavioral Focused Feedback & Evaluation
- Social-Emotional and Behavioral Supports & Interventions
- Leadership Teams
- Strategic Planning
- Tiered Scheduling
- Community Partnerships
- Core Understandings and Beliefs
- Academic Focused Feedback & Evaluation

- Supporting English Learners
- Measures and Processes to Monitor Fidelity
- Data Culture and Competency
- District and School Data Systems
- Assessment Maps
- High-Quality Materials
- Common Planning Time
- Academic Supports & Interventions
- Supporting Students with Disabilities
- Universally Designed and Culturally Sustaining Instruction

LRE

Students with disabilities who are in general education for 80-100% of the school day as of March 2021: 56.7% (not counting preschool/ECEAP)

The number of high school students with disabilities in the 80-100% LRE increased this school year due to a structural change in the schedule that allowed for most students with mild to moderate disabilities to participate in general education core classes rather than supplanting them with resource classes.

Performance Data

ELA proficiency for all students: 76.9%

ELA proficiency for students with disabilities: 22.6%

Math proficiency for all students: 56.6%

Math proficiency for students with disabilities: 13.5%

[Data Source: OSPI state report card 2019]

65% of students in grades 3-5 responded favorably regarding their Sense of Belonging on the Panorama Fall SEL Supports and Environment survey.

35% of students in grades 6-12 responded favorably regarding their Sense of Belonging on the Panorama Fall SEL Supports and Environment survey.

57% of students with disabilities in grades 3-5 responded favorably regarding their Sense of Belonging on the Panorama Fall SEL Supports and Environment survey.

64% of students with disabilities in grades 6-12 responded favorably regarding their Sense of Belonging on the Panorama Fall SEL Supports and Environment survey.

[Data Source: Panorama]

The district is committed to regularly reviewing progress toward closing the attendance and exclusion data gaps between groups of students

Current interventions, SEL aligned, inclusive and equitable practices in place:

Our system-wide emphasis on the neuroscience of social emotional learning supports students' development of each social-emotional learning standard: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. We additionally address these standards through the use of Zones of Regulation and We Thinkers curriculum in K-8th grade.

Educators throughout the district have been trained in TEACCH, Neural Education, and Social Emotional Learning strategies. The district has designated certificated teacher who provides direct services to students with the most significant social emotional needs and supports school teams to help these students successfully access general education.

Special education teachers have received training on general education curriculum in order to provide scaffolds and supports to help students learn effectively using grade level curriculum.

SHSD is participating in inclusionary practices projects with WASA, OSPI, and AESD. Although close to 50 teachers have participated in related professional development activities, the majority of professional development has focused on developing systems with district and building leaders. Some teachers incorporate inclusive practices but there is not a systematic approach. There are no consistent behavioral or academic intervention structures within general education across the district.

Improvement Plan Action Steps, Goals, and Monitoring

<i>We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.</i>				
Action Steps			Progress Monitoring	
If	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> Facilitate training for staff on administering and interpreting Panorama surveys Increase teacher agency by facilitating their engagement in the development of targeted supports responsive to belonging data 	2023	100% submission rate on Panorama SEL Student Supports and Environment survey	For all grades: 2022 2021	95% 80%
<ul style="list-style-type: none"> Create Superintendent Student Advisory board for PMS and grades 3-5 Power of One experience for all district leaders (for both an elementary student and a secondary student) Measure and Increase sense of belonging as reported by Staff Supports and Environment Panorama Survey Increase number of certified Neural Educators 	2023	80% favorable response related to Sense of Belonging as reported through Panorama SEL Student Supports and Environment survey Increase in average daily attendance rates Decrease in classroom exclusions 100% Total Neural Education Certified Staff in the school district	For grades 3-5 2022 2021 For grades 6-12: 2022 2021 2022 2021 2022 2021	75% 70% 65% 50% 77% 56%

<ul style="list-style-type: none"> • Develop ECI system, including providing structure, staffing, and ongoing training • Teachers will receive training that includes culturally responsive instructional best practices 	2023	100% of students identified by ECI model as not making progress will receive identified Universal Design for Learning ECI	2023 2022 2021	100% of all students identified as not making progress. 90% In development
<ul style="list-style-type: none"> • Identify priority standards • Design curriculum-based assessments on priority standards and core curriculum • Teachers will receive support from UDL coaching and PL plans • Teachers will develop and implement multiple means for students to demonstrate mastery • Integrate in-class core instruction and ECI 	2023	<p>80% of students will demonstrate grade level proficiency in reading and mathematics as measured by report card priority standards</p> <p>Decrease math performance gap between students with disabilities and students without disabilities as measured by SBA</p> <p>Decrease ELA performance gap between students with disabilities and students without disabilities as measured by SBA</p>	For all grades: 2022 2021	70% 60%

Edited: 10/18 (PH); 7/21 (PH) 6/24 (PH); 6/8/21 (WSLA Team)