

# Parent Partnership Program

Snoqualmie Valley School District  
School Improvement Planning Process 2022 –2023



**School Mission:** Engage our learning community through flexibility, innovation and collaboration to support diverse learning styles.

**School Vision:** Partner with families to cultivate a love of learning that empowers students to realize their potential.

**About the School:** The Snoqualmie Valley School District Parent Partnership Program is a place where families who choose to educate their children at home can find resources and a learning community to support their journey. From curriculum materials and guidance to weekly engaging classes for the students, SVSD PPP offers families a partnership in their home education.

Student learning plans, focused on each child’s individual needs, are created by the families and a certificated teacher. By focusing on each child’s progress, the learning plans detail a unique learning road map for the school year.

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### Goal 1: Diversity, Equity and Inclusion

- Increase inclusive and equitable learning opportunities in all classrooms through the use of evidence-based Tier 1 culturally responsive instructional practices aligned with our students collective and individual needs.

**Goal 2: Literacy goal**

- Accelerate informational text reading proficiency of any students below standard on the ELA SBA.
- Reduce gaps in achievement between students served in MLL and all students.
- Improve informational text reading proficiency of any students at standard.

**Goal 3: Mathematics goal** All students will demonstrate continuous growth on the identified priority standards for their grade levels, as measured by performance on a district math assessment provided at the Beginning Of Year (BOY), Middle Of Year (MOY), and End of Year (EOY).

Continuous growth will be indicated by an upward trajectory on student scores over the three assessments.

## **The Improvement Process**

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals.

This tool is designed to be a living, breathing, document that can be easily accessed, monitored, and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information, and data. This will also empower educators and stakeholders to collaborate in order to help schools make data-driven, research-based, decisions focused on improving student learning.

## **A School's Learning Improvement Process**

- Entails commitment by all involved: students, staff, parents, administrators, and community.
- Is continual and recursive. Components of the process must be revisited time and time again, for the school improvement process is a continuous cycle.
- Reveals where a school is and where it must go. Knowing this information involves repeated analyses and periodic checks, both of which call for time, patience, understanding, energy, and direction.

- Is led by the principal and a building’s learning improvement team. However, all members of the staff and community are involved in both the design and implementation, because they are stakeholders in the improvement of student learning.
- Requires collaboration with the district office.
- Is based on data; and as the data changes, the implementation of the plan should reflect that change.
- Involves change, which takes time and tends to be difficult.
- Requires commitment to the vision of what the school can become.

## Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of Snoqualmie Valley’s Parent Partnership Program teaching staff participated in the School Improvement Planning Process
- Staff reviewed data that includes information about student achievement, demographics, and behaviors that are not conducive to school achievement such as attendance data.
- Through the school improvement process, staff will participate in a cycle of inquiry that includes goal setting, learning, implementing, reviewing data, and adjusting as necessary.
- The School Improvement Plan should address the following guiding questions:
  - *What do we want each student to learn?*
  - *How will we know when each student has learned it?*
  - *How will we respond when a student experiences difficulty with learning? How will we change practice, and what professional development do we need?*
  - *How will we respond when a student has already learned?*
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers at Two Rivers School are reflective about their practice and tenacious in their attempt to fine tune the art of teaching to meet the needs of every student.

## Review and Analysis of Data

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of your school improvement plan.

<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> District-Based Assessments	<input checked="" type="checkbox"/> Formative Assessments	<input checked="" type="checkbox"/> Graduation Rates
<input checked="" type="checkbox"/> Summative Assessments	<input type="checkbox"/> Student Perceptual Data	<input type="checkbox"/> Staff Perceptual Data	<input checked="" type="checkbox"/> Attendance Data
<input checked="" type="checkbox"/> Classroom-Based Assessments	<input type="checkbox"/> Content Area Assessments	<input type="checkbox"/> SAT/ACT Assessments	<input type="checkbox"/> Health Youth Survey
<input type="checkbox"/> Other:			

## Summary of strengths or greatest progress based on the data:

➤ The first Parent Partnership diplomas were offered in Spring 2022.
➤ Parent Partnership scores increased on the SBA in both math and ELA from Fall 2021 to Spring 2022.
➤ District-wide, 25% more students met proficiency on the spring 2022 ELA SBA than the fall 2021 SBA.
➤ All students attending Parent Partnership Program were considered to have regular attendance as defined by state ALE laws.

## Prioritized areas of opportunities or greatest challenge based on the data:

➤ In the Parent Partnership Program, many online families opt out of state testing. This makes it challenging to have meaningful data on students.
➤ In the Snoqualmie Valley School District, students who are part of historically underserved populations perform at lower levels than their peers on the ELA and Math SBAs.

## GOAL #1: Diversity, Equity and Inclusion

**Diversity:** People and cultures that make up our schools and communities.

**Equity:** How you give students what they need when they need it.

**Inclusion:** Extent to which individuals feel represented, heard, or invited into our spaces.

**Focus Areas include:** multilingual learners, tier 1 instruction, social emotional learning, using technology to bridge gaps in achievement

<b>SIP Goal:</b> Increase inclusive and equitable learning opportunities in all classrooms through the use of evidence-based Tier 1 culturally responsive instructional practices aligned with our students collective and individual needs.	
<b>Student achievement target(s) and progress monitoring plan for the year (planned assessments and data collected, with dates).</b>	
<b>Achievement target</b>	Students will demonstrate growth BOY, MOY, EOY through district, state, and formative assessments at 80% proficiency.
<b>Assessments/progress checks</b>	<p>Beginning of year:</p> <ul style="list-style-type: none"> <li>• STAR</li> <li>• ALEKS</li> <li>• myPerspectives</li> <li>• Acadience</li> <li>• 95% Phonics</li> </ul> <p>Middle of year:</p> <ul style="list-style-type: none"> <li>• STAR</li> <li>• ALEKS</li> <li>• myPerspectives</li> <li>• Acadience</li> <li>• 95% Phonics</li> </ul> <p>End of Year:</p> <ul style="list-style-type: none"> <li>• STAR</li> <li>• ALEKS</li> <li>• myPerspectives</li> <li>• Acadience</li> <li>• 95% Phonics</li> </ul>

<b>Date of assessments and plan for data review</b>	<ul style="list-style-type: none"> <li>• Following the District Assessment Calendar (September, January and May)</li> <li>• PLC and team meetings to review data and implement changes.</li> </ul>	
<b>Updates to school community on progress toward student achievement targets (dates and format for updates).</b>		
<b>Subject of update</b>	<b>Date of update</b>	<b>Format of update</b>
Explanation of assessments	September 2022	Parent Square
SIP published	Fall 2022	SIP published to website
Share MOY results with families	January 2023	Parent Square
Share individual results of the three assessments with families	May 2023	Parent Square
<b>Staff action steps</b>		
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Teachers are focusing on inclusive &amp; culturally responsive classrooms with a specific emphasis on MLL because students who receive MLL services perform lower than those who do not receive MLL services</li> <li>• August professional development for teachers on inclusive practices such as AVID, technology, equitable grading practices, and how Professional Learning Communities can increase student achievement</li> <li>• Audit of current student supports</li> <li>• Focus on Multi-tiered systems of support</li> </ul>	
<b>PD, Resources or Support Needed</b>	<ul style="list-style-type: none"> <li>• AVID training and support</li> <li>• SEL training</li> </ul>	

## GOAL #2: Literacy

**Focus Areas include:** multilingual learners, informational text, using technology to bridge gaps in achievement

<b>SIP Goal:</b>		
<ul style="list-style-type: none"> <li>● Accelerate informational text reading proficiency of any students below standard on the ELA SBA. Reduce gaps in achievement between students served in MLL and all students.</li> <li>● Improve informational text reading proficiency of any students at standard.</li> </ul>		
<b>Student achievement target(s) and progress monitoring plan for the year (planned assessments and data collected, with dates).</b>		
<b>Achievement target</b>	100% of students will demonstrate growth by reducing the achievement gap with Informational text (decoding, breaking complex ideas and concepts into small parts, summarizing, comprehension and using the AVID strategies).	
<b>Assessments/progress checks</b>	<ul style="list-style-type: none"> <li>● Smarter balanced assessment (SBA)</li> <li>● ELA benchmark assessments for informational text (BOY, MOY, EOY)</li> <li>● Assessments or tasks with feedback given in content areas</li> </ul>	
<b>Date of assessments and plan for data review</b>	<ul style="list-style-type: none"> <li>● Following the District Assessment Calendar (September, January and May)</li> <li>● PLC and team meetings to review data and implement changes.</li> </ul>	
<b>Updates to school community on progress toward student achievement targets (dates and format for updates).</b>		
<b>Subject of update</b>	<b>Date of update</b>	<b>Format of update</b>
SIP Published	Fall 2022	Sip published on website

<b>Staff action steps</b>	
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>● Provide students with deliberate practice and ongoing feedback on their literacy growth by including literacy tasks &amp; assessments related to informational text in all classrooms 6-12.</li> <li>● Make authentic connections to literacy in each course through the use of subject-area standards for literacy. Align literacy-based assessments &amp; tasks to these standards in each course.</li> <li>● Monitor literacy growth as a school team using benchmark assessments connected to informational text, and make mid-course adjustments as needed.</li> </ul>
<b>PD, Resources or Support Needed</b>	<ul style="list-style-type: none"> <li>● myPerspectives trainings</li> <li>● Lexia app</li> <li>● ReadyGen</li> <li>● AVID strategies training and support</li> </ul>



### GOAL #3: Mathematics

**Focus Areas include:** multilingual learners, growth on priority standards, using technology to bridge gaps in achievement

<p><b>SIP Goal:</b> All students will demonstrate continuous growth on the identified priority standards for their grade levels, as measured by performance on a district math assessment provided at the Beginning Of Year (BOY), Middle Of Year (MOY), and End of Year (EOY). Continuous growth will be indicated by an upward trajectory on student scores over the three assessments.</p>		
<p><b>Student achievement target(s) and progress monitoring plan for the year (planned assessments and data collected, with dates).</b></p>		
<p><b>Achievement target</b></p>	<p>80% of students will meet proficiency in math using formative and summative assessments in grades K-10. Students will be cohorted in single grade bands or grade-appropriate levels (K-5) and in their math appropriate topic area for grades 6-8.</p>	
<p><b>Assessments/progress checks</b></p>	<ul style="list-style-type: none"> <li>● Smarter balanced assessment (SBA)</li> <li>● Math benchmark assessments (BOY, MOY, EOY)</li> <li>● Assessments or tasks with feedback given in content areas</li> </ul>	
<p><b>Date of assessments and plan for data review</b></p>	<ul style="list-style-type: none"> <li>● September, 2022- BOY Assessment</li> <li>● January, 2023- MOY Assessment</li> <li>● May, 2023- EOY Assessment</li> <li>● May, 2023 SBA</li> </ul>	
<p><b>Updates to school community on progress toward student achievement targets (dates and format for updates).</b></p>		
<p><b>Subject of update</b></p>	<p><b>Date of update</b></p>	<p><b>Format of update</b></p>
<p>SIP published</p>	<p>Fall 2022</p>	<p>SIP published to website</p>

<b>Staff action steps</b>	
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Provide students with deliberate practice and ongoing feedback on their math growth by including targeted math tasks &amp; assessments related to mathematics in all classrooms K-12.</li> <li>• Make authentic connections to math in each course through the use of subject-area standards for math. Align math assessments &amp; tasks to these standards in each course.</li> <li>• Monitor math growth as a school team using benchmark assessments connected to math text, and make mid-course adjustments as needed.</li> </ul>
<b>PD, Resources or Support Needed</b>	<ul style="list-style-type: none"> <li>• ALEKS training</li> <li>• Eureka Math &amp; Zearn training</li> <li>• Reflex Math</li> <li>• Tier 2 and Tier 3 supports for all students demonstrating need</li> </ul>