

Two Rivers School

Snoqualmie Valley School District
School Improvement Planning Process 2022 –2023



School Mission: To provide students in the Snoqualmie Valley School District with an individualized education that is rigorous and relevant, and prepares them for college, careers and life in the 21st Century.

School Vision: Two Rivers School will prepare all students for success in college, career and life to be compassionate contributors to a local and global community.

About the School: Two Rivers School is a small, choice high school in the Snoqualmie Valley School District. Two Rivers Big Picture students chase after their curiosity through rigorous interest-based learning and real-world internships as part of the Big Picture Learning Network. Students experience a blend of fairly traditional academic classes, advisory, internships, and projects. Through the internships and projects, students have a lot of choice in the direction of their learning while they explore potential career interests. Students at Two Rivers learn to take ownership of their educational pathway and make plans aligned to meeting their future goals.

Table of Contents

The Improvement Process	2-3
Review and Analysis of Data	3-4

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 Reduce writing achievement gaps between students served in Special Programs and all students. Improve Claims, Evidence, and Reasoning (CER) proficiency for all students.

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 Two Rivers School 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:

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| ➤ Graduation rates at Two River School have steadily increased over the past five years. |
| ➤ In 2022, 40% more students met ELA proficiency on the SBA than did when the same cohort was in 7th grade. |
| ➤ District-wide, 25% more students met proficiency on the spring 2022 SBA than the fall 2021 SBA. |

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

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| ➤ At Two Rivers, 17% of students were considered chronically absent as defined by missing more than 10% of the school year. Absenteeism directly correlates with academic success. |
| ➤ 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. |
| ➤ In 2022, 75% of students who met proficiency on their 7th grade math SBA did not meet proficiency on their 10th grade math SBA. |

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

SIP Goal: 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.		
Student achievement target(s) and progress monitoring plan for the year (planned assessments and data collected, with dates).		
Achievement target	Absentee rate for students identified as chronically absent (missing more than 10% of the school year) will decrease by 15% from the 2021-2022 school year to the 2022-2023 school year	
Assessments/progress checks	Monthly attendance reports	
Date of assessments and plan for data review	Data will be pulled each month and reviewed with the Student Intervention Team	
Updates to school community on progress toward student achievement targets (dates and format for updates).		
Subject of update	Date of update	Format of update
Focus on attendance	September 2022	School newsletter
SIP published	Fall 2022	SIP published to website

Reminder to school community of importance of attendance	January 2023	School newsletter
Results of the attendance focus	May 2023	School newsletter
Staff action steps		
Action Steps	<ul style="list-style-type: none"> • Teachers are focusing on inclusive & 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 • August professional development for teachers on inclusive practices such as AVID, technology, equitable grading practices, and how Professional Learning Communities can increase student achievement • School culture building activities including SULC groups, teambuilding, and branding • 3 school field trips to a four-year and two-year college and a trade school • Audit of current student supports • Focus on Multi-tiered systems of support • Advisors will check in with students when they hit certain attendance thresholds • Develop system to connect with school social worker and outside services • Utilize home visits as appropriate • Restart community truancy board 	
PD, Resources or Support Needed	<ul style="list-style-type: none"> • SEL support for students • Surveys for students, teachers, and families on current supports • Gap analysis of school supports • Big Picture Learning License to support students in developing high school and beyond plan 	

GOAL #2: Literacy

Focus Areas include: multilingual learners, common literacy language across content, using technology to bridge gaps in achievement

SIP Goal:		
<ul style="list-style-type: none"> ● Reduce writing achievement gaps between students served in Special Programs and all students. ● Improve Claims, Evidence, and Reasoning (CER) proficiency for all students. 		
Student achievement target(s) and progress monitoring plan for the year (planned assessments and data collected, with dates).		
Achievement target	100% of students will be able to identify and use CER components to access and evaluate non-fiction text by the end of the 2022-2023 school year.	
Assessments/progress checks	<ul style="list-style-type: none"> ● Smarter balanced assessment (SBA) ● Monthly staff cross checks on student CER usage ● Assessments or tasks with feedback given in content areas 	
Date of assessments and plan for data review	<ul style="list-style-type: none"> ● 11/1/2022 Staff bring data on CER inclusion observations. All staff Conversation ● 3/1/2023 Staff bring data on CER inclusion observations. All staff Conversation ● May, 2023 (SBA) 	
Updates to school community on progress toward student achievement targets (dates and format for updates).		
Subject of update	Date of update	Format of update
SIP Published	Fall 2022	Sip published on website

Staff action steps	
Action Steps	<ul style="list-style-type: none"> ● Provide students with deliberate practice and ongoing feedback on their literacy growth by including literacy tasks & assessments related to informational text in all classrooms 9-12. ● Make authentic connections to literacy in each course through the use of subject-area standards for literacy. Align literacy-based assessments & tasks to these standards in each course. ● Monitor literacy growth as a school team using benchmark assessments connected to informational text, and make mid-course adjustments as needed. ● School-wide familiarization with CER concept, application and usefulness (particularly freshmen) ● Staff meet to share and discuss observation of CER in LA, Science, Math and Social Studies projects and presentations ● Specific instruction on cross-curricular application for ninth and tenth grade students ● Use of competency based tracking software to allow parents to monitor and respond to student progress ● Use of transcribing software to help parents monitor and respond to student progress
PD, Resources or Support Needed	<ul style="list-style-type: none"> ● Staff to reference this practice consistently as “CER” so students become accustomed to the steps in the order we want them used. ● Tier 2 and Tier 3 supports for all students demonstrating need

GOAL #3: Mathematics

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

SIP 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.		
Student achievement target(s) and progress monitoring plan for the year (planned assessments and data collected, with dates).		
Achievement target	100% of students will make improvements between BOY and MOY assessments. 100% of students will make improvements between MOY and EOY assessments.	
Assessments/progress checks	<ul style="list-style-type: none"> • Smarter balanced assessment (SBA) • Math benchmark assessments (BOY, MOY, EOY) • Assessments or tasks with feedback given in content areas 	
Date of assessments and plan for data review	<ul style="list-style-type: none"> • 9/1/22 BOY Assessment • 1/12/23 MOY Assessment • 6/8/23 EOY Assessment • May, 2023 SBA 	
Updates to school community on progress toward student achievement targets (dates and format for updates).		
Subject of update	Date of update	Format of update

SIP published	Fall 2022	SIP published to website
Staff action steps		
Action Steps	<ul style="list-style-type: none"> ● Pilot of new math curriculum ● Focus on tier 1 inclusive practices for all students ● Increase student supports determined by demonstrated need ● Priority scheduling of math classes for students ● Use of competency based tracking software to allow parents to monitor and respond to student progress ● Use of transcribing software to help parents monitor and respond to student progress 	
PD, Resources or Support Needed	<ul style="list-style-type: none"> ● Math Pilot curriculum training ● Tier 2 and Tier 3 supports for all students demonstrating need 	