

**Clallam Bay School
K-12 School Improvement Plan
2014-2017**

School Name: Clallam Bay School (non-title 1) **School District:** Cape Flattery School District

Name of Principal: Mark Herndon **Current School Year:** 2014-2015

School Improvement Year: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8

Identification of needs: Data from the Washington State OSPI School Report Card site, as well as strand data test results for the MSP/HSPE/EOC exams for the school years of 2012-2013-2014 was analyzed. Results were charted and graphed. The School Improvement Committee, made up of teacher-leaders representing each grade level segment (elementary/secondary) of the campus, then identified areas of improvement from that data. Following review of the state assessment data it was determined that major shifts in our instructional staffing were necessary. This included changes in both the elementary and secondary buildings, in a manner that supports learning across several grade levels, while allowing richer teaching and learning experiences in certain subject areas. In addition, recent losses in the community associated with student mental health struggles also played a role in need identification. Finally it was concluded that increased parent/community involvement, school safety planning, specialized interventions and a focus on teaching to the Common Core State Standards was necessary. These needs are represented in the goals listed below.

Goals:

1. Increase Academic Achievement for all students in all grade levels.
2. Expand parent and community involvement in the school at all grade levels.
3. Improve school wide safety and security for all students and staff.
4. Increase social, emotional and behavioral support for all students and the school community.
5. Develop College and Career Readiness programs to support students in their post-public school endeavors.

Principal's Signature: 

Date: 11/13/2014

Superintendent's Signature: 

Date: 11-18-2014

Cape Flattery School District Mission Statement:

The mission of the Cape Flattery School District, in partnership with the Cape Flattery communities, is to insure that each student be given the opportunity to gain the knowledge, skill, and self-esteem necessary to become a contributing member of society.

Clallam Bay School Mission Statement:

The mission of Clallam Bay School is to: □ Provide a learning environment where students are challenged to succeed daily. □ Prepare students for learning, living, and working cooperatively in an ever-changing world. □ Value individual differences and respect diversity

Clallam Bay School Vision:

The vision of Clallam Bay School is to create a learning partnership of students, families, and community. Our partnership is committed to creating an environment where EACH student achieves success EVERY day.

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include representatives from the central office and school.

District and School Administration & Staff

Superintendent Kandy Ritter

Principal Mark Herndon

Lauren Indendi Elementary representative

Kevin Eyer, Secondary representative

Kris Hanson, Academic Advisor

Kim Gregory, Registrar

CLALLAM BAY SCHOOL IMPROVEMENT PLAN

School Years 2014 – 2017

GOAL 1: Increase Academic Achievement for all students in all grade levels

OBJECTIVE 1a. Increase reading proficiency in the grades K-6 by a minimum of 20% annually, as measured by MSP/SBAC

OBJECTIVE 1b. Increase writing proficiency in the grades K-6 by a minimum of 20% annually as measured by MSP/SBAC

OBJECTIVE 1c. Increase reading proficiency in the grades 7-12 by a minimum of 20 % annually as measured by MSP/HSPE/SBAC/ELA Exit Exam

OBJECTIVE 1d. Increase writing proficiency in the grades 7-12 by a minimum of 20 % annually as measured by MSP/HSPE/SBAC/ELA Exit Exam

OBJECTIVE 1e. Increase mathematics proficiency in grades K-6 by a minimum of 20% annually as measured by MSP/SBAC

OBJECTIVE 1f. Increase science proficiency in grades K-6 by a minimum of 20% annually as measured by MSP/SBAC

OBJECTIVE 1g. Increase mathematics proficiency in 7-12 by a minimum of 20% annually as measured by MSP/SBAC/EOC/Math Exit Exam

OBJECTIVE 1h. Increase science proficiency in 7-12 by a minimum of 20% annually as measured by MSP/SBAC/EOC/Math Exit Exam

Data identified need/ Need indicator	Who is responsible?	School Strategies	What is our evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>1a.:MSP Reading 2014 Grades K-6 % Proficient or Above Gr. 3 – 100% Gr. 4 – 67% Gr. 5 – 50% Gr.6 - 73%</p> <p>1b: MSP Writing 2014 Grades K-6 % Proficient or Above Gr. 4 – 22%</p>	<p>1a; 1b: 100% K-6 teachers (general education, special education, and specialty area), student support staff and administrators will participate in the process.</p> <p>Lessons will be culturally relevant and differentiated to accommodate the needs of diverse learners</p>	<p>1a; 1b: -increase LAP staffing and time. -Provide an intervention focused faculty member to support challenged and gifted students. - Expand RTI and focused ELA help for struggling students - Continue the weekly LAP reading contest. - Mentor new or struggling teachers regarding teaching strategies and the overall ELA program. - Continue to develop classroom libraries that include multi-cultural and non-fiction texts</p>	<p>1a; 1b Principal/ Designee Will: Disseminate reading/ writing skills data as soon as it is available. - Collect assessment results monthly on reading/ writing skills. - Participate in grade level data team meetings</p> <p>Teachers Will: - Administer, collect and analyze formative ELA assessments monthly - Use data to set learning goals and instructional plans monthly. - Participate in data team meetings monthly.</p>	<p>1a; 1b: Provide All Staff with Professional Development In and For: - Data-Driven Decision Making/Data Teams - Mentoring and strategy support for new/struggling teachers - Common Core alignment training and support.</p> <p>Parent/Community training: -- offer training for adults in ELA strategies for supported learning at home.</p>

<p>1c. MSP/HSPE 2014 Reading grades 7-12 % Proficient or Above Gr. 7 – 50% Gr. 8 – 100% Gr. 10 – 75%</p> <p>1d. MSP/HSPE Writing 2014 Gr. 7-12 % Proficient or Above Gr. 7-40% Gr. 10-83%</p>	<p>1c; 1d: - 100% of secondary teachers (general education, special education, and specialty area), student support staff and administrators will participate in the process. Lessons will be culturally relevant and differentiated to accommodate the needs of diverse learners</p>	<p>1c; 1d: - Expand reading of various texts within all subject areas as part of CCSS alignment. -Provide block scheduling for middle school ELA. -Provide an interventionist faculty member to support challenged and gifted students. - Develop and implement a common formative rubric for writing for grade 7-12 usage. - Differentiate instruction to accommodate diverse student learners - Continue to enlarge classroom and school libraries that include multi-cultural and non-fiction texts -Encourage parent/community involvement through targeted family/community reading/writing activities.</p>	<p>- expand opportunities for parent/community involvement in classroom reading/ increase training for adults in ELA strategies 1c; 1d: Principal/ Designee Will: - Regularly review data team meeting minutes - Disseminate data regarding ELA skills as soon as it is available. -Incorporate block scheduling into the overall 7-12 schedule. - Collect formative assessment results monthly on ELA skills.. - Participate in grade level data team meetings. Teachers Will: - Administer, collect and analyze formative ELA assessments monthly - Use data to inform related instructional plans - Participate in data team meetings monthly. - Maintain data that links student achievement with instructional strategies that impacted results</p>	<p>1c; 1d: Provide All Staff with Professional Development In and For: - Data-Driven Decision Making/Data Teams - Mentoring and strategy support for new/struggling teachers - Common Formative Assessments - Common Core alignment training and support.</p> <p>Parent/Community training: -- offer training for adults in ELA strategies for supported learning at home.</p>
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<p>1e. MSP Math 2014 Grades K-6 % Proficient or Above Gr. 3 - 100 Gr. 4 - 67 Gr. 5 - 100 Gr. 6- 73</p> <p>1f. MSP Science 2014 Grades K-6 % Proficient or Above Gr. 5 – 67</p>	<p>1e; 1f: - 100% of teachers will plan and implement lessons that are aligned with Common Core State Standards and Next Generation Science Standards whenever possible. Lessons will be culturally relevant and differentiated to accommodate the needs of diverse learners</p>	<p>1e; 1f: -Administer periodic formative assessments such as MAPS/ SBAC (interim) assessments in both Math and Science. -update math curriculum for vertical alignment and alignment with CCSS. - Provide extended learning opportunities before/after school and during the summer based on student need - Align lesson plans to CCSS and NGSS. -Develop Hi-CAP student enrichment in STEAM - Provide culturally relevant instruction - Incorporate non-fiction writing into math and science lessons. - Embed open-ended response questions into math and science coursework. -Expand current math contests. -Provide training for parents/adults in strategies for helping students at home. - Daily oral math review</p>	<p>1e;1f: Principal/Designee Will: - Disseminate data regarding math/science skills as soon as they are available. - Collect results monthly of formative math assessments. - Provide feedback to faculty regarding walk through observations and plans professional development accordingly Teachers Will: - Implement instructional accommodations and modifications in alignment with the IEP - Identify students who require extended learning opportunities through data team process monthly. - Administer, collect and analyze math/science assessment results every month. Use data to inform short term goals and related instructional plans</p>	<p>1e;1f: Provide All Staff with Professional Development in and for: - CCSS alignment - Formative assessment - Culturally relevant instruction, opportunities and materials - Data-Driven Decision Making/Data Teams - Mentoring and strategy support for new/struggling teachers</p> <p>Parent/Community training: offer training for adults in ELA strategies for supported learning at home.</p>
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<p>1g;1h: MSP/EOC Math 2014 Grades 7-12 % Proficient or Above Gr. 7 - 50 Gr. 10 (EOC)-60</p> <p>1h. MSP/EOC Science 2014 Grades 7-12 % Proficient or Above Gr. 8 - 80 Gr. 10 (EOC) -54</p>	<p>1g;1h: - 100% of teachers will plan and implement lessons that are aligned with Common Core State Standards and Next Generation Science Standards whenever possible. Lessons will be culturally relevant and differentiated to accommodate the needs of diverse learners</p>	<p>1g;1h: -Restructure school schedule to 7-12 model to allow for HQT teachers at all levels -Prioritize the need for HQT teachers in math and science. -Administer quarterly formative assessments such as MAPS/SBAC(interim) or EOC/Exit based assessments in both Math and Science. - Align lesson plans to CCSS and NGSS. - Provide learning opportunities before/after school/ during the summer as needed. - Provide culturally relevant instruction. - Give math common formative assessment to all new students who enter during the school - Incorporate non-fiction writing into math/science. - Embed open-ended response questions into math/science.. -Encourage collaboration across math/science through the PLC and UW Oceanography relationships. -Expand EOC support course offerings for challenged students.</p>	<p>1g;1h: Principal/Designee Will: - Disseminate data regarding math/science skills as possible.. -Recruit and mentor HQT teachers for math/science as necessary. -Develop schedules that follow the 7-12 building model by August 15th. - Collect results monthly of formative math assessments.. - Provide feedback to faculty regarding observations and plan professional development accordingly Teachers Will: - Implement instructional accommodations in alignment with the IEP - Identify students who require extended learning opportunities through data team process monthly. - Administer, collect and analyze math/science assessment results every month. Use data to set short term learning goals and related instructional plans.</p>	<p>1g;1h: Provide All Staff with Professional Development in and for: - CCSS alignment - Formative assessment - Data-Driven Decision Making/Data Teams - Mentoring and strategy support for new/struggling teachers. -Science and Math pedagogy and OESD support as necessary.</p> <p>Parent/Community training: offer training for adults in Math/Science strategies for supported learning at home.</p>
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CLALLAM BAY SCHOOL IMPROVEMENT PLAN 2014-2017

GOAL 2: Expand parent and community involvement in the school at all grade levels

Objectives:

- 2a. Increase parent involvement in grades k-6 family reading programs such as Donuts for Dads/Muffins for Moms.
- 2b. Provide training opportunities to parents/community members in regards to reading and writing strategies for home-based instruction.
- 2c. Increase volunteer recruitment efforts for all grade levels.
- 2d. Expand collaborations in the community and community service opportunities, with local organizations such as the West End Youth and Community Club; Lions Club; and the Salmon Restoration Coalition.

Identified need	Who is responsible	School Strategies	What is our evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>All parents are not engaged in assisting school to meet academic goals</p>	<p>- 100% of staff will provide multiple opportunities for parents to become involved in school activities in various ways</p>	<ul style="list-style-type: none"> - Establish baseline data regarding parent/community involvement. - Survey parents regarding engagement, involvement, etc. -Expand targeted family/community reading/writing activities such as Donuts for Dads/Muffins for Moms. - School to host four family/community events each year: ideas include back-to-school; parent/student Knowledge Bowl; literacy/math strategies: Awards: FAFSA training; or art/music/drama. - Advertise all school events through the reader board. - Publish a school newsletter at least every other month -Update school website with parent/community information at least weekly. 	<p>Principal/Designee Will:</p> <ul style="list-style-type: none"> - Create/distribute parent survey by January 30. - Communicate school policies and resources at Open House Night -Direct school wide communications. -Collaborate with staff to host four events each year. <p>Teachers Will:</p> <ul style="list-style-type: none"> - Contact all student families by phone or in person within the first month of school. - Identify volunteer opportunities in the classroom or community. - Participate in school survey efforts - Support parent/community events in their buildings. 	<p>Provide All Staff with Professional Development in and for:</p> <ul style="list-style-type: none"> - Involving parents as partners in school - Community outreach and communication _ Subject matter specific strategies for parents helping students at home.

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GOAL 3: Improve school wide safety and security for all students and staff

Objectives:

- 3a. Improve student behavior as outlined in the student handbook, and include school wide behavior norms.
- 3b. Implement and improve the school-wide emergency management plan, including an increase in the variety of drills.
- 3c. Increase Law Enforcement Agency familiarity with the school property, procedures and personnel.

Identified Need	Who is responsible	School Strategies	What is our evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>- School safety is increasingly a concern on campuses throughout the United States. Recent high visibility acts of violence in the region have brought this concern to the forefront of school improvement. Schools must first be safe before they can be places of learning.</p> <p>Student behavior and discipline is also included in this concern, as both effect the learning environment.</p>	<p>- Principal and district office personnel for procedural planning. 100% of faculty and staff will participate in the review, development and implementation of school wide drills, discipline referrals and safety applications.</p>	<p>- All staff will track classroom referrals and review in data teams.</p> <p>-Invite Law Enforcement to tour the facilities and become more familiar with all aspects of the school’s operation.</p> <p>- Ensure that every student has an adult in school that they perceive to be their advocate</p> <p>- Continue collaboration with county and statewide emergency planners on at least an annual basis.</p> <p>-Deploy ASB leadership students for peer counseling on dress code and respectful behavior.</p> <p>-Increase emergency drills in both variety and tempo as determined by the emergency management plan.</p>	<p>Principal/Designee Will:</p> <ul style="list-style-type: none"> - Facilitate school climate assessments throughout the year for students, faculty/staff and parents - Model respectful behavior in interactions with all school community members -Lead the emergency planning process. -collaborate directly with outside agencies. <p>Teachers Will:</p> <ul style="list-style-type: none"> - Model respectful behavior in interactions with all school community members. - Intervene and respond as appropriate to every incident of disrespectful behavior 	<p>Provide All Staff with Professional Development in and for:</p> <ul style="list-style-type: none"> - Positive Behavior Supports - School Climate Improvement including principles, practices and strategies necessary for creating physically, emotionally and intellectually safe and respectful school - School-wide book reading on relevant topics (i.e. school connectedness, character education, service learning, creating emotionally safe schools, etc.)

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GOAL 4: Increase social, emotional and behavioral support for all students and the school community.

Objectives:

- 4a. Expand counseling and outreach services for students and school community members in order to reduce social, emotional and behavioral issues.
- 4b. Provide staff training on identification and referral of emotional issues, especially suicide awareness and violence prevention.
- 4c. Increase visibility of behavioral services and tools for staff and school community usage.

Identified Need	Who is responsible	School Strategies	What is our evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>- Recent community suicide related events involving former students and community members have created a school wide concern for the mental and emotional health and safety of some staff and students.</p>	<p>- Principal and superintendent for budgeting and scheduling, and creation of referral procedures. 100% of faculty and staff will participate in the implementation of the procedures. Faculty and staff are also expected to observe, support and direct students through appropriate relationships to professional help when necessary.</p>	<p>- Increase counseling time available to students and staff through various sources including OESD, West End Outreach and in-house counselors. -Collaborate and contract with outside sources for training and professional development. -Offer grief and other counseling services as necessary throughout the school year. -Support students outside of the school year with referrals to area providers. -Integrate suicide awareness curricula into health courses and other appropriate venues. -Offer mental health awareness publications to parents/ community members.</p>	<p>Principal/Designee Will: - Annually identify mental health service needs and budget accordingly. - Directly collaborate with mental health agencies. -Direct the counselor referral process. -Locate and distribute sources for classroom materials and publications, with updates annually. Teachers Will: - Monitor students for unhealthy behaviors and report as necessary to the principal. - Refer students for counseling to the principal. -Provide a safe and secure classroom environment.</p>	<p>Provide All Staff with Professional Development in and for: - Suicide Awareness and prevention Professional Development -- School Climate Improvement including principles, practices and strategies necessary for creating physically, emotionally and intellectually safe and respectful schools - School-wide book reading on relevant topics (i.e. school connectedness, character education, service learning, creating emotionally safe schools, etc.)</p>

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GOAL 5: Expand College and Career Readiness programs to support students in their post-public school endeavors.

Objectives:

- 5a. Increase staff knowledge and understanding of CCR standards and opportunities
- 5b. Develop programs throughout the school that introduce students to college and career options.
- 5c. Increase college, employer and career visitors to the campus, and to college and/or work sites.

Identified Need	Who is responsible	School Strategies	What is our evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>College and Career Readiness (CCR) is a major responsibility of public schools, and needs to be integrated into the school's program at all grade levels. As Clallam Bay is a remote and isolated community the students will benefit greatly from an increased focus on CCR opportunities.</p>	<p>- Principal, academic advisor, SPED director, and Class advisors have responsibility for identification of needs and planning purposes. Classroom teachers and other staff with specific skills and interests have responsibility for implementation of the plan.</p>	<p>-Introduce students to new career ideas through classroom/intervention/Hi-CAP programs. -Expand student contact with scientists and grad students in the UW Ocean Visions program. -Increase college visitors to the school. -Increase student fieldtrip visits to college or career sites. -Continue incorporating working professionals into classroom experiences as appropriate. -remove or reduce barriers to testing/placement requirements for students through proctoring or transportation support. -Increase staff knowledge of CCR standards and practices through professional development.</p>	<p>Principal/Designee Will: - Identify and approve collaborations for students and CCR agencies. -Attend CCR training and then re-teach other faculty. -Support increased student visits to post-secondary campuses. -Increase visits to Clallam Bay School by post-secondary institutions or employers through invitations and solicitations. Teachers Will: -incorporate CCR standards into their classroom whenever appropriate. Increase visits to their classrooms by working professionals in the area.</p>	<p>Provide All Staff with Professional Development in and for: - ESD training on CCR for two staff members. -Individual mentoring as necessary.</p>