



Snoqualmie Valley School District

School Improvement Plan 2011-2012

TWO RIVERS SCHOOL

330 Ballarat Avenue North, North Bend, WA 98045



Mission, Vision, Guiding Principles

The Two Rivers School mission is to provide a supportive, individualized learning environment where students advance academically, socially, physically and emotionally.

At Two Rivers we believe that all students can become successful, productive, and confident members of our society if they are provided with an educational environment that is positive, recognizes individual differences and has high expectations for achievement and behavior.



Overview of Two Rivers School

Two Rivers School is an alternative program of choice emphasizing goal setting and personal responsibility. We presently have a total enrollment of approximately 110 students in our high school and 10 in our middle school. We also have an on-site childcare for our student parents; and access to Running Start, CEO, WaNIC, and SVVA.

We use a non-graded, mastery based evaluation system where students earn points toward their credits. Classes are non-grade level grouped and a variety of instructional modes are used. Students earn their high school diploma with the completion of twenty-two district approved credits. Our school year is divided into eight terms. We have a five day school week with early release on Friday.

We work to create a safe, supportive environment with high expectations for academic achievement, where each individual's choices determine their success. We have a strong academic advisor/advocate component to the program that stresses human relations and community service in an effort to develop positive self-esteem, personal identity, interpersonal skills, a family atmosphere, and the elimination of anonymity.

We opened our doors in 1987 with 30 eleventh and twelfth grade students needing to make up credits for graduation. Today we serve 140+ students, many who complete their entire middle and high school education at Two Rivers. Since 1987 we have had 23 graduating classes and we have had 414 Graduates. Some highlights:

- Smaller class size.
- Site-based decision making model
- On-site childcare for teen student parents
- Tutoring partnerships established with elementary and middle schools
- Tech Prep/CTE classes offered for college credit
- King County Level 2 Green School
- Annual Citizen Grant award winners
- Teacher Leadership Project trained staff
- King county 'Earth Hero' award winners
- Member school of the Science Ed Partnership and Project Grows
- Digital Blackboard biotech grant winner
- Sno-Valley Youth Hub Student Improvement Grant winners
- WA Association of Learning Alternatives charter member
- City of Snoqualmie Human Services Grant recipient
- Farmers/Hauglie Insurance Grant recipient

Teachers at Two Rivers average 19 years of teaching experience. 88.9 % of Two Rivers teachers have at least a Masters Degree. 100% of the classes at Two Rivers are taught by NCLB Highly Qualified teachers.





A. Leadership/Planning Team Members

List the names of the leadership team members.

Amy Montanye-Johnson - Principal

Name & Title

Candi Shreve – Head Secretary, Registrar

Name & Title

Denise Atkinson – MS Instructional Assistant

Name & Title

Merle Hill – Child Care Manager

Name & Title

Sherm Simmons – HS CTE/Vocational teacher

Name & Title

Jack Webber – HS teacher

Name & Title

Elaine Burgener – HS school counselor, teacher

Name & Title

Mike Schmidt – HS teacher

Name & Title

Wendy Williams – Title 1 teacher

Name & Title

Joe Burgener – MS teacher

Name & Title

Laurie Weinkauff – HS CTE/Vocational teacher

Name & Title

Elise Cooksley – HS teacher

Name & Title





III. School Portfolio

A. School Data Collection

Demographic Data

In 2008-2009 October 1 enrollment was 130 students and on June 1 it was 161 students, an increase of 31 students (+24 %).

In 2009-2010 October 1 enrollment was 131 students and on June 1 it was 147 students, an increase of 16 students (+12 %).

In 2010-2011 October 1 enrollment was 127 students and on June 1 it was 119 (-6.3%).

58 % of Two Rivers students are male (2008-2009).

51 % of Two Rivers students are male (2009-2010).

56.8% of Two Rivers students are male (2010-2011).

39.6 % of Two Rivers students are on the Free & Reduced lunch program (2008-2009).

40.8 % of Two Rivers students are on the Free & Reduced lunch program (2009-2010).

42.4% of Two Rivers students are on the Free & Reduced lunch program (2010-2011).

There was one Transitional Bilingual student enrolled at Two Rivers in 2008-2009.

There were no Transitional Bilingual students enrolled at Two Rivers in 2009-2010 or 2010-2011.

6.5 % of Two Rivers students are served by Special Services (2008-2009).

10.2 % of Two Rivers students are served by Special Services (2009-2010).

15% of Two Rivers students are served by Special Services (2010-2011).

4.8 % of Two Rivers students are served by Section 504 (2009-2010).

6.4% of Two Rivers students are served by Section 504 (2010-2011).

7 teen parents used our on-site childcare in 2008-2009.

7 teen parents used our on-site childcare in 2009-2010 and in 2010-2011.

In 2008-2009 the Two Rivers student body was: 79.2% White; 8.5 % American Indian; 9.2% Hispanic; .8% Asian; .8% Black.

In 2009-2010 the Two Rivers student body was: 84.4% White; 6.4% American Indian; 6.4% Hispanic; 2.8% Asian; .7% Black.

In 2010-2011 the Two Rivers student body was: 84.3% White; 7.9% American Indian; 3.1% Hispanic; .8% Asian; .8% Black



Student Achievement Data

Annual dropout rate is 8.5% (2008-2009).
 Annual dropout rate is 8.3% (2009-2010).
 Annual dropout rate is 16.7% (2010-2011).

In 2008-2009 Two Rivers 'On-time' graduation rate was 40.5%.
 In 2008-2009 Two Rivers 'Extended' graduation rate was 96.2% (per OSPI).

Estimated Annual On-Time Graduation Rate (2009-2010) 26.6%
 Estimated Annual Extended Graduation Rate (2009-2010) 126.5%

Actual Adjusted On-time Cohort Graduation Rate (Class of 2010) 9.7%
 Actual Adjusted 5-year Cohort Extended Graduation Rate (Class of 2010) 38.5%

	2008-2009	2009-2010	2010-2011
Reading	69.2%	65%	75%
Writing	91.7%	71.4%	81.8%
Math	Not reported	15.8% (HSPE)	25.8% (EOC)
Science	n/a	36.8%	n/a





Perceptual Data

From Staff EES (2011):

25% of Two Rivers staff believe that the mission and vision of this school and district are aligned with each other.

17% of Two Rivers staff believes that all students can meet state math standards.

33% of Two Rivers staff believe they are frequently informed about how well they are doing.

58% of Two Rivers staff believe that the principal is comfortable presenting new ideas to the staff.

58% of Two Rivers staff believe that the principal facilitates systems/processes to support school improvement.

42% of Two Rivers staff believe that our teachers engage in classroom-based professional development activities that focus on improving instruction.

100% of Two Rivers staff believe that instruction is personalized to meet the needs of each student.

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From Parents EES (2009):

100 % of the parents/guardians that responded to the EES feel the Two Rivers staff is dedicated to helping all students succeed.

88 % of the parents/guardians that responded to the EES feel the Two Rivers principal is easy to access and that he listens to their ideas/concerns.

86 % of the parents/guardians that responded to the EES feel additional help is available to their child if s/he needs it.

80 % of the parents/guardians that responded to the EES feel Two Rivers has a clear and shared focus and that they understand the mission/purpose of the school.

71% of the parents/guardians that responded to the EES feel they have the opportunity to discuss their child's progress at Two Rivers.

63 % of the parents/guardians that responded to the EES feel their student was challenged with a rigorous and ambitious course of study at Two Rivers.

56 % of the parents/guardians that responded to the EES feel Two Rivers communicates with them about their students' progress.

50 % of the parents/guardians that responded to the EES feel they are informed about what is going on at Two Rivers and know how to get involved.





From Student Engagement & Satisfaction Survey (2011):

67% of all Two Rivers students take pride in being a part of their school

37% of all Two Rivers students answered unfavorably to being provided with useful information about careers, colleges, and other opportunities

26% of 10th grade Two Rivers students answered unfavorably when responding to, “My parents are well-informed about my academic progress.”

30% of 9th graders and 39% of 10th graders answered unfavorably when responding to, “I know how I performed on the most recent standardized tests.”

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From student Healthy Youth Survey (2010 – 12th graders)

31.4% of Two Rivers students, as compared to 12.3% at state level reported having a mother who did not finish high school.

20% of Two Rivers students, as compared to 13% at state level reported having a father who did not finish high school.

11.8% of Two Rivers students compared to 4.8% at state level reported using methamphetamines.

41.2% of Two Rivers students compared to 8.9% at state level reported using cocaine.

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From student Survey of Factors Affecting School Success (2010) student responses:

26% of Two Rivers students report being victims of physical or sexual abuse.

40% of Two Rivers students report that they have experienced problems as a result of family members drug or alcohol use.

35% of Two Rivers students report running away from home or being ‘kicked out’ of their house.

65% of Two Rivers students report that they have been suspended from school.

18% of Two Rivers students report having attempted suicide.

32% of Two Rivers students report that their school progress has been affected by their own mental health problems.

30% of Two Rivers students report that neither of their parents graduated from high school.



Contextual Data

7 % of the students were suspended or expelled (2008-2009).

8 % of the students were suspended or expelled (2009-2010).

5% of the students were suspended or expelled (2010-2011).

There are 8 classroom teachers with 13.9 average years of experience (2008-2009).

There are 8 classroom teachers with 14.9 average years of experience (2009-2010).

There are 8 classroom teachers with 19 average years of experience (2010-2011)

87.5 % of Two Rivers teachers have at least a Master's Degree (2008-2009).

87.5 % of Two Rivers teachers have at least a Master's Degree (2009-2010).

88.9% of Two Rivers teachers have at least a Master's Degree (2010-2011).

100% of Two Rivers classes taught by teachers meeting NCLB (highly qualified) HQ definition (2010-2011).





Summary of Strengths

Narratives:

100 % of students at Two Rivers feel a teacher notices when they are doing a good job.

99 % of students at Two Rivers believe they almost always get help when they need it.

97% of students at Two Rivers believe that they know how they are supposed to behave while at school.

98% of students at Two Rivers believe they are treated fairly by the adults at school.





Two Rivers School Goal #1 – 2011-2012

Area for Improvement	<ul style="list-style-type: none"> • Student performance on the Science End of Course Exam
How will you measure improvement towards this goal	<ul style="list-style-type: none"> • Student performance on the Science EOC; Science credit acquisition
Current Results	<ul style="list-style-type: none"> • 11.1% of students met standard on the Inquiry strand of HSPE • 22.2% of students met standard on the Systems strand of HSPE
Target	<ul style="list-style-type: none"> • 75% of all 10th grade students will meet/exceed standard on the Biology EOC in 2012
Standard 3 year goal	<ul style="list-style-type: none"> • The percentage of students who meet standard on the Science EOC will increase by 5% each year. • At least 90% of students who are in the graduating class of 2015 will meet standard on the Science EOC in 2015.
Completed Goal Statement	<ul style="list-style-type: none"> • 100% of students who are in the graduating class of 2015 and beyond will acquire credit in Integrated Science 1 and 2 and meet standard on the Science EOC in order to meet graduation requirements.





Two Rivers School Goal #2 – 2011-2012

Area for Improvement	<ul style="list-style-type: none"> • Student performance on the Math End of Course Exams
How will you measure improvement towards this goal	<ul style="list-style-type: none"> • Student performance on each of the Math EOC; Math credit acquisition
Current Results	<ul style="list-style-type: none"> • Algebra EOC: 21% met standard on the Math EOC 2011 (16/76 Students) <ul style="list-style-type: none"> ○ Linear Equations/Inequalities 20.7% met standard ○ Number, Operations, Exp, Variables 13.8% met standard • Geometry EOC: 14% (1/7 Students) met standard on the Math EOC 2011 <ul style="list-style-type: none"> ○ Proving/Applying Prop 0% met standard ○ Logical Arguments/Proofs 14.3% met standard ○ Course Specific 14.3% met standard
Target	<ul style="list-style-type: none"> • 35% of students will meet/exceed standard on Algebra EOC 2012 • 30% of students will meet/exceed standard on Geometry EOC 2012 • Specifically increase percentage of students meeting/exceeding standard in those areas/strands identified above as challenging by 25%
Standard 3 year goal	<ul style="list-style-type: none"> • The percentage of students who meet standard on the Math EOC will increase by 10% each year.
Completed Goal Statement	<ul style="list-style-type: none"> • 45% of students will meet/exceed Algebra/Geometry EOC in 2014 • 55% of students will meet/exceed Algebra/Geometry EOC in 2015 • 100% of students who need to attempt the assessment will participate in testing





Two Rivers School Goal #3 – 2011-2012

Area for Improvement	<ul style="list-style-type: none"> • Increase number of students who meet standard on the Reading and Writing High School Proficiency Exam (HSPE) and the Middle School Proficiency Exam (MSP)
How will you measure improvement towards this goal	<ul style="list-style-type: none"> • Student performance on Reading and Writing MSP and HSPE; Language Arts credit acquisition; RAI assessment data for 7th and 8th graders
Current Results	<ul style="list-style-type: none"> • In 2011 – 75% of Two Rivers 10th graders met standard in Reading • In 2011 – 81.8% of Two Rivers 10th graders met standard in Writing • In 2011 - 20% of Two Rivers 7th graders met standard in Reading • In 2011 – 40% of Two Rivers 7th graders met standard in Writing
Target	<ul style="list-style-type: none"> • Increase percentage of 10th grade students meeting/exceeding standard in Reading by 10% (85%) • Increase the percentage of 10th grade students meeting/exceeding standard in Writing by 13.2% (95%) • Increase the percentage of 7th grade students meeting/exceeding standard in Reading by 30% (50%) • Increase the percentage of 7th grade students meeting/exceeding standard in Writing by 20% (60%)
Standard 3 year goal	<ul style="list-style-type: none"> • The percentage of students who meet standard on the Reading HSPE will increase by 5% each year. • The percentage of students who meet standard on the Writing HSPE will increase by 5% each year. • The percentage of students who meet standard on the Reading MSP will increase by 5% each year. • The percentage of students who meet standard on the Reading MSP will increase by 5% each year.
Completed Goal Statement	<ul style="list-style-type: none"> • The percentage of Two Rivers students who meet standard on the 10th grade Reading and Writing HSPE will reach a total of 90% by 2015 • The percentage of Two Rivers students who meet standard on the 7th grade Reading and Writing HSPE will reach a total of 75% by 2015





Two Rivers School Goal #4 – 2011-2012

Area for Improvement	<ul style="list-style-type: none"> • Communication with students and significant adults regarding academic progress
How will you measure improvement towards this goal	<ul style="list-style-type: none"> • Parent/Guardian EES results; Student Engagement and Satisfaction Survey; student/significant adult report
Current Results	<ul style="list-style-type: none"> • 26% of students report an unfavorable responses to the statement “My parents are well-informed about my academic progress” as measured by the Student Engagement & Satisfaction Survey
Target	<ul style="list-style-type: none"> • Decrease the number of unfavorable responses to the statement “My parents are well-informed about my academic progress” as measured by the Student Engagement & Satisfaction Survey from 26% to 10%
Standard 3 year goal	<ul style="list-style-type: none"> • Continual decrease in the number of unfavorable responses to the statement “My parents are well-informed about my academic progress” as measured by the Student Engagement & Satisfaction Survey • Continual increase in modes of communication used to communicate with both students and significant adults regarding academic progress
Completed Goal Statement	<ul style="list-style-type: none"> • Both students and significant adults will report a total of at least 80% favorable responses to whether or not they are well informed about the students’ academic progress.





Two Rivers School Goal #5 – 2011-2013

Area for Improvement	<ul style="list-style-type: none"> • Increase both extended and on-time graduation rates.
How will you measure improvement towards this goal	<ul style="list-style-type: none"> • Credit acquisition in all content areas each term • Number of students who make academic progress each term
Current Results	<ul style="list-style-type: none"> • Actual Adjusted On-Time Cohort Graduation Rate 9.7% (2011) • Actual Adjusted 5-year Cohort Extended Graduation Rate 38.5% (2011)
Target	<ul style="list-style-type: none"> • Increase the actual adjusted on-time cohort graduation rate by 20% as reported by OSPI • Increase the actual adjusted 5-year cohort extended graduation rate by 20% as reported by OSPI
Standard 3 year goal	<ul style="list-style-type: none"> • Increase in the number of actual adjusted on-time graduation rate to 45% • Increase in the number of adjusted 5-year cohort extended graduation rate to 75%
Completed Goal Statement	<ul style="list-style-type: none"> • There will be an annual increase in the number of Two Rivers students who graduate both on-time as well as at an extended rate.





Two Rivers School Improvement Goal #1 – 2011-2012:

Goal: Increase number of students who meet standard on the Science End of Course (EOC) exam.

Target: 75% of all 10th grade students will meet/exceed standard on the Biology EOC in 2012

Strategies: Leveling of Science instruction; implementation of inquiry based instruction; credit acquisition based on 80% mastery of standards; integration of mathematical thinking/skills; increase habits of the mind skills through High Yield Strategies and SIOP

Rationale: The Class of 2015 and beyond is required to pass the Biology EOC as a graduation requirement. Increasing student achievement will increase student options for future educational goals; students need to be offered an ambitious and rigorous course of study.

Activities/Strategies to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
<ul style="list-style-type: none"> Implementation of 5 E Model of inquiry based instruction 	5 E Model Training/ Professional Development (PD); EOC webinar	Fall 2011 and on-going 2011-2012	District adopted Science curriculum	Science Teacher	Student will demonstrate behaviors consistent w/5E model (independent learners as evidenced by quality of journal writing)
<ul style="list-style-type: none"> Increase habits of the mind skills 	High Yield Strategies and SIOP PD	Fall 2011 and on-going 2011-2012	SIOP publications	Science Teacher	Students able to evaluate extent of personal understanding as evidenced in journal writing
<ul style="list-style-type: none"> Utilize applications of math as a tool in science 	Increase use of graphing data analysis to communicate experimental results	Fall 2011 and on-going 2011-2012	District adopted Science curriculum	Science Teacher	Students will improve in their ability to understand graphs and demonstrate improvement by meeting Math graphing standards in Science
<ul style="list-style-type: none"> Develop and implement rubrics to identify mastery for both formative and summative assessments 	Modify existing rubrics from new curriculum	Fall 2011 and on-going 2011-2012	Science TOSA; NSTA/rubrics modified from curriculum	Science Teacher	Students will have an increased understanding of formative and summative expectations and will demonstrate this using interactive notebook journaling





<ul style="list-style-type: none"> Use interactive notebooks to focus on the process of inquiry 	NSTA book; use direct instruction to build journaling skills; assessment focus on journal work	Fall 2011 and on-going 2011-2012	Science TOSA; NSTA book – interactive notebooks	Science Teacher	Students will demonstrate an understanding of interactive notebooks by journaling their understandings and learning's in class
<ul style="list-style-type: none"> Focus on content and communication/metacognition strategies (T-tables and highlight comments and captions for diagrams/graphs) 	New curriculum PD	Fall 2011 and on-going 2011-2012	Newly adopted curriculum	Science Teacher; Science TOSA	n/a
<ul style="list-style-type: none"> Integrate technology with ActivExpressions to routinely monitor student progress and increase student interest and engagement 	Technology PD	Fall 2011 and on-going 2011-2012	Possible grant funding for ipad 2 with content related applications.	Science Teacher; Science TOSA; Technology TOSA	n/a
<ul style="list-style-type: none"> Collaborate with LA teachers to integrate content areas 	SIOP PD	Fall 2011 and on-going 2011-2012	BDD (Teacher Collaboration Days, TDD); SIOP Strategies	Science teachers; LA teachers	Students will demonstrate an increased understanding of cross content curriculum by completing cross content formative assessments

Procedures for evaluating success in reaching this goal: The number of students who successfully complete each Science unit will increase while meeting standards and acquiring an increased number of Science credits.

How will you know these interventions are working? Student scores will progressively increase and they will become proficient in writing clear scientific explanation to demonstrate their learning and earn credit towards meeting high school graduation requirements.





Two Rivers School Improvement Goal #2 - 2011-2012:

Goal: Increase number of students who meet standard on the Math End of Course (EOC) exam.

- Targets:**
- Increase percentage of 10th grade students meeting/exceeding standard on Algebra to 35%
 - Increase percentage of 10th grade students meeting/exceeding standard on Geometry to 30%
 - Decrease percentage of 10th grade students scoring at a Level 1 on the Math EOC by 25%
 - Increase percentage of 8th grade students meeting/exceeding standard in Mathematics by 25% (50%)

Strategies: Leveling and grouping of Math instruction based on student need; implementation of lesson design analysis to develop math instruction specifically targeting challenging strands; align Math curriculum with state standards (scope/sequence) to focus on those sections meeting standard

Rationale: Increase of students meeting Math requirements for graduation; increase of options for students with math literacy/higher math skills; improvements in logical reasoning skills across the curriculum

Activities/Strategies to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
<ul style="list-style-type: none"> • Incorporation of High Yield Strategies/SIOP (direct instruction, etc.) 	High Yield Strategies and SIOP PD	10-19-11 Planning meeting BDD On-going PD	Karen Schotzko, Jan Formisano	Math Teacher; Gayle Smith; Principal	Students will demonstrate understanding of mathematical concepts by completing formative and summative assessments at standard
<ul style="list-style-type: none"> • Develop staff understanding of policies and procedures related to serving students with Math IEP's 	Attend IEP meetings for students on a Math IEP if possible	On-going 2011-2012	MHS SPED Math teacher; Nancy Meeks; Judy Clark (School Psychologist)	SPED Teacher; Math Teacher; Principal	Students will earn Math credit based on district policies around IEP acceptability
<ul style="list-style-type: none"> • Integrate Technology (ipad 2) with Math curriculum to increase student interest and engagement with Math 	Technology PD; Teaching with Technology PD	January 2012 and on-going	Grant funding for ipad 2 with content related applications.	Tech TOSA; Math Teacher; Principal	Students will be actively engaged in Math content during class by using ipads and Math applications in an interactive manner





<ul style="list-style-type: none"> Align Math curriculum, instruction and assessments with identified Power Standards 	PD in Power Standards and alignment	BDD's and TDD December 2011 and on-going	GLE's; Power Standards; CCSS; OSPI website	Math Teacher; Principal	Staff will demonstrate alignment of curriculum, instruction and assessments through course syllabi for each student, for each unit of instruction
<ul style="list-style-type: none"> Develop Pyramid of Interventions for students not making progress in Math 	Data Dashboard PD	January 2012	Best practice (increase of Math support; leveling by student need, etc); Data Dashboard; similar schools with high Math achievement	Math teacher; Principal; Gayle Smith	Offer Math Support classes; provide tutoring supports
<ul style="list-style-type: none"> Conduct placement assessments to ensure proper placement in Title 1 Math support class. 	Title 1 assessment tools; Data Dashboard	January 2012	Data dashboard; TOSA	Principal and staff in cooperation; Title I teacher	Monitor placement test results and class schedules

Procedures for evaluating success in reaching this goal: Use in class formative assessment modeled on EOC questions to monitor student preparedness for each EOC.

How will you know these interventions are working? Students will progressively score higher on in class assessments and earn credit towards meeting the high school Math graduation requirement; EOC assessment results will increase steadily





Two Rivers School Improvement Goal # 3 - 2011-2012:

Goal: Increase number of students who meet standard on the Reading and Writing High School Proficiency Exam (HSPE) and the Middle School Proficiency Exam (MSP).

Target:

- Increase percentage of 10th grade students meeting/exceeding standard in Reading by 10% (85%)
- Increase the percentage of 10th grade students meeting/exceeding standard in Writing by 13.2% (95%)
- Increase the percentage of 7th grade students meeting/exceeding standard in Reading by 30% (50%)
- Increase the percentage of 7th grade students meeting/exceeding standard in Writing by 20% (60%)

Strategy: Implementation of lesson design analysis to develop Reading and Writing instruction specifically targeting challenging strands; align Language Arts curriculum with state standards (scope/sequence) to focus on those sections meeting standard

Rationale: Alignment of standards with instruction and cross-curricular practice will better prepare the students for the MSP and HSPE.

Activities/Strategies to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
<ul style="list-style-type: none"> • Pilot block scheduling cross content (LA, Science, CI) 	Professional Learning Communities PD	Beginning January 24, 2012	SIOP PD; Professional Learning Communities PD	Principal; LA Teachers; Science/History Teacher	Students will demonstrate an increased interest in cross-content areas by being continuously enrolled in blocked classes
<ul style="list-style-type: none"> • Align Writing curriculum, instruction and assessment with identified Power Standards 	PD in Power Standards and alignment	BDD's and TDD December 2011 and on-going	GLE's; Power Standards; CCSS; OSPI website	LA Teachers; Principal	Staff will demonstrate alignment of curriculum, instruction and assessments through course syllabi for each student, for each unit of instruction
<ul style="list-style-type: none"> • Align Reading curriculum, instruction and assessment with identified Power Standards 	PD in Power Standards and alignment	BDD's and TDD December 2011 and on-going	GLE's; Power Standards; CCSS; OSPI website	LA Teachers; Principal	Staff will demonstrate alignment of curriculum, instruction and assessments through course syllabi for each student, for each unit of instruction
<ul style="list-style-type: none"> • Develop Pyramid of Interventions for students not making progress in Language Arts 	Data Dashboard PD	January 2012	Best practice (increase of English support; leveling by student need, etc); Data Dashboard; similar schools with high LA achievement	LA Teachers; Principal	Offer Support classes; provide tutoring supports





<ul style="list-style-type: none"> • Conduct placement assessments to ensure proper placement in Title 1 support class 	Title 1 assessment tools; Data Dashboard	January 2012	Data dashboard; TOSA	Principal and staff in cooperation; Title I teacher	Monitor placement test results and class schedules
<ul style="list-style-type: none"> • Sustain Writing instruction on content, organization and style 	Writing PD	February 2012	Data dashboard; <u>Grading for Learning</u> (Ken O'Connor)	Principal and staff in cooperation	Increase on specific Writing strand from 70% to 80% on the HSPE; increased number of students meeting standard on in class formative assessments
<ul style="list-style-type: none"> • Incorporation of High Yield Strategies/SIOP through direct instruction 	High Yield Strategies and SIOP PD	10-19-11 Planning meeting; BDD On-going PD 2011-2012	Karen Schotzko, Jan Formisano	LA Teachers; Principal	Students will demonstrate an increased understanding of language arts concepts by meeting standards on in class formative assessments
<ul style="list-style-type: none"> • Administer RAI to all 7th and 8th graders Fall and Spring 	RAI PD	Fall and Spring Testing windows	Justin Talmadge TOSA; MS Teacher	TOSA; Principal; MS Teacher	RAI results will be used to adjust curriculum, instruction and assessment as necessary
<ul style="list-style-type: none"> • Implementation of aligned LA curriculum, instruction and assessment grades 7-12 	Language Arts alignment PD grades 7 - 12	On-going 2011-2012	LA Teacher leaders	MS Teacher; HS LA teachers	Staff will deliver aligned instruction and scaffold LA instruction by grade level

Procedures for evaluating success in reaching this goal: Use in class formative assessment modeled on HSPE Reading and Writing questions to monitor student preparedness for each HSPE.

How will you know these interventions are working? Students will progressively score higher on in class assessments and earn credit towards meeting the high school Language Arts graduation requirement; HSPE assessment results will increase steadily





Two Rivers School Improvement Goal # 4 - 2011-2012:

Goal: Increase communication with students and significant adults regarding academic progress.

Target: Decrease the number of unfavorable responses to the statement “My parents are well-informed about my academic progress” as measured by the Student Engagement & Satisfaction Survey from 26% to 10%.

Strategy: Complete data clean up in the Skyward system; use an increased number of methods to contact students and significant adults regarding progress (email, School Messenger (text messaging, automatic phone calling, etc.) website, personal phone calling and letters home when appropriate.

Rationale: Increase communication with students and significant adults will help improve student achievement as awareness of current status becomes transparent.

Activities/Strategies to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
<ul style="list-style-type: none"> Update our active parent/guardian email list 	Skyward PD	September 2011 and ongoing as students are enrolled	Skyward	Head Secretary	Responses from the email
<ul style="list-style-type: none"> Communicate with both students and significant adults regarding student progress towards graduation 	Skyward PD; Data Dashboard PD	Once a month (Appointment Days)	Once a month (Appointment Days)	Advisors; Principal	Increased favorable reporting from significant adults on the Parent/Guardian EES survey regarding communication about academic progress
<ul style="list-style-type: none"> Use School Messenger to auto call, email and text students and significant adults 	School Messenger PD	On-going for the 2011-2012 school year	School Messenger PD Staff	Advisors; Principal	Increased favorable reporting from significant adults on the Parent/Guardian EES survey regarding school information dissemination
<ul style="list-style-type: none"> Enhance Website info (new schedule, calendar, information on how to access Skyward) 	Use of new system “Weebly”	Fall of 2011 and Ongoing	Technology TOSA	Principal; website manager	School website is updated with schedule, calendar and other pertinent information





• Send letters home regarding students who are not making progress each term	n/a	September 2011 and each month through June 2012	Postage budget (Unit budget)	Head Secretary, Principal and Teaching Staff	Parent/Guardian EES results
• Increase number of informational meetings for significant adults	n/a	One evening a month, beginning in September 2011	Friends of Youth (FOY) counseling staff	Principal and staff in cooperation; FOY staff	Student Engagement and Satisfaction Survey; Parent EES
• Use Skyward and Family Access as a tool to communicate student progress.	Skyward PD	Fall of 2011 and Ongoing	TOSA; Carol Monsos; Gayle Smith; BDD's	Teaching Staff	Student Engagement and Satisfaction Survey; Parent EES
• Complete data clean-up of student contact information	School Messenger Training	October 2011	Jeff Hogan; School Messenger training staff	Advisors; Principal; Head Secretary	Use of SM reporting system post contact

Procedures for evaluating success in reaching this goal: Monitor amount of parent/guardian contact by administering an in-house survey during school year

How will you know these interventions are working? Increased positive responses to surveys





Two Rivers School Improvement Goal # 5 - 2011-2012:

Goal: Increase both extended and on-time graduation rates.

Target: Increase the actual adjusted on-time cohort graduation rate by 20% as reported by OSPI
 Increase the actual adjusted 5-year cohort extended graduation rate by 20% as reported by OSPI

Strategy: Incorporate recommendations from the Intervention Program Review; increase communications with students and significant adults regarding academic progress; clearly articulate learning targets; align curriculum, instruction and assessments with standards; implement pyramid of intervention to provide for academic success

Rationale: Students need an intellectually stimulating learning environment where they are engaged in learning and held to high standards for academic achievement.

Activities/Strategies to Achieve this Goal	Professional Development	Timeline	Resources Available	Who is Responsible	Monitoring Effectiveness
• Align evaluation terms with district quarter system.	n/a	September 2011	n/a	Principal	Ease of transition between MSHS and Two Rivers
• Adjust schedule to allow for increased instructional time.	n/a	September 2011	n/a	Principal	Students will demonstrate an increase in attendance and credit acquisition cross content
• Utilize Data Dashboard to gather assessment data on students.	Data Dashboard PD	January 2012 BDD	TOSA Gayle Smith	Advisors; Principal	Students will be appropriately placed in classes needed to graduate
• Complete data clean-up of student contact information	School Messenger Training	October 2011	Jeff Hogan; School Messenger training staff	Advisors; Principal; Head Secretary	Students and adults will receive information from school in an effective manner
• Use School Messenger to auto call, email and text students and significant adults	School Messenger Training	On-going for the 2011-2012 school year	Jeff Hogan; School Messenger training staff	All Staff	Students and adults will receive information from school in an effective manner





<ul style="list-style-type: none"> Use daily Learning Targets to enhance student engagement and learning 	Instructional 5 PD – Focus on Purpose	On-going for the 2011-2012 school year (BDD; SID, collaborative TDD)	District website; Principal	Principal; Content Teachers	Students will demonstrate an increase in academic progress and credit acquisition
<ul style="list-style-type: none"> Establish and implement Special Services delivery model to provide services to students with IEP's. 	Best practices in serving students with special needs	On-going 2011-2012 school year	Principal and staff in cooperation; Nancy Meeks, Student Services; SPED Teacher	Principal and staff in cooperation; Nancy Meeks, Student Services; SPED Teacher	Staff will implement delivery model
<ul style="list-style-type: none"> Establish a system of student recognition for academic success 	n/a	Beginning November 2011	All school meetings 1x month; Leadership class students	All Staff	Healthy Youth Survey Results; SVSD Student Engagement and Satisfaction Survey Results
<ul style="list-style-type: none"> Collaborate with Friends of Youth to decrease the impact of drugs and alcohol on academic progress 	D/A impacts of academic success PD	November 2011 - Open forums at Two Rivers for adults to learn about drug/alcohol use and adolescence; Healthy Choices curriculum grades 7/8	Friends of Youth Counseling staff	Principal; Counselor	Healthy Youth Survey Results
<ul style="list-style-type: none"> Create definition of “expected academic progress” that allows a students to graduate in a four year period 	SVSD Graduation Requirements	BDD throughout 2011-2012	District website; Two Rivers calendar	Advisors; Principal	Students will demonstrate an ability to acquire credits at a pace that aligns with their graduation date
<ul style="list-style-type: none"> Research use of Navigation 101 to establish post high school goals 	Navigation 101 PD	Counselor PD October 2011; Advisor PD w/webinar PD	Navigation 101 materials as provided by OSPI	Counselor	SVSD Student Engagement and Satisfaction Survey Results

Procedures for evaluating success in reaching this goal: There will be an annual increase in the number of Two Rivers students who graduate both on-time as well as at an extended rate

How will you know these interventions are working? Students will earn credit on a consistent basis and maintain a pace to graduate before the age of 21; students will graduate in a four-year time frame if entering Two Rivers as a 9th grader with no credit; an increased number of students will graduate from Two Rivers with a post high school plan established



