School Improvement Plan 23-24

Spokane Public Schools Mission & Strategic Plan

- **Mission:** Every SPS student engages in joyful and challenging learning experiences throughout their educational journey that prepare them to become lifelong learners and graduate with the knowledge, skills, habits, agency, and community connections they need to pursue their passions and desired post-secondary opportunities.
- Spokane Public Schools Strategic Plan 2022 – 2028
  - **Guiding Principles:**
    - Equity
    - Student-Centered
    - Inclusion
    - Innovation
    - Trust & Collaboration
- **Profile of a Graduate:**
  - Critical Thinking: All students will develop the ability to gather and analyze information, challenge thoughts and perspectives, and solve problems using their knowledge, experiences, and resources.
  - Empathy: All students will develop the ability to understand the feelings of others and share their experiences with their peers, staff, and community members to build appreciation of differences, discover commonalities, and foster strong relationships.
  - Learning Mindset: All students will develop a sense of ownership and a spirit of discovery about their learning, along with an ability to learn from mistakes, navigate through challenges, and take risks.
  - Collaboration: All students will develop skills to collaborate effectively, using verbal and written communication, to maximize their potential and the potential of others.
  - Connectedness: All students will develop strong relationships with their peers, school staff, and community members who can support their post-secondary pursuits.
  - Life Skills: All students will acquire the knowledge to navigate adult responsibilities—including managing finances and finding and maintaining meaningful employment.
- **Priorities and Initiatives:**
  - Priority 1: Connected & Caring School Community
  - Priority 2: Strong Foundations
  - Priority 3: Student Supports & Transitions
  - Priority 4: 21st Century Learning & Career Pathways
- **High School Key Performance Indicators**
  - **KPI #1:** Graduation Rate
  - **KP1 #2:** Engagement: Percentage of students engaging in school activities (clubs/athletics/activities/etc.)
  - **KPI #3:** Overall High School Climate (based on annual Student Climate Survey data)
  - **KPI #4:** Overall High School Life Skills (based on annual Student Attribute/Life Skills Survey data)
  - **KPI #5:** Percentage of Freshman Passing All Classes
  - **KPI #6:** Post-Secondary Experience: Percentage of students that had a post-secondary experience while in high school (i.e., College in the High School, Running Start, AP, etc.)

Shadle Park HS Mission

At Shadle Park HS:
- EVERY student will be known by name, story, strengths, and needs.

- <u>ALL</u> students graduate on-time, equipped with the skillset, mindset, and habits to be opportunity ready in a 21st century world.

To live out our mission we must:
- Create an environment where students and staff are equitably challenged, supported, and loved.
- Create an experience for students and staff that expands the level of hope they have for themselves and their future, as well as increasing their sense of belonging within our school community.
- Support students in planning and preparing for their future in a way that aligns to their passions, hopes, and dreams.

Priority Data & Associated Goals

GRADUATION RATE (INCLUSIVE OF AN ACTION BASED POST-SECONDARY PLAN):

Goal: Achieve a graduation rate of 92% for the Class of 2024. Continue to examine student subgroup data to determine populations of students which need additional or differentiated supports to graduate on time.

Graduation Rate 5-Year Historical Trend:
- **Class of 2023:** 91.6%** *(data validation via OSPI/CEDARS still in process)*
- **Class of 2022:** *92%***
- **Class of 2021:** 91.8%**
- **Class of 2020:** 86.3%**
- **Class of 2019:** 88.8%
- **Class of 2018:** 87.5%

ACADEMIC SUCCESS (AS MEASURED BY THE % OF STUDENTS PASSING ALL CLASSES AND STUDENT GRADES/GPA IN ALL CLASSES):

Goal: Increase the percentage of students passing all classes to 85% (with a specific focus on ensuring 85% or more of 9th grade students enter 10th grade on track for graduation). Examine classroom and school-wide practices that support students living in poverty. Continue to examine student subgroup data to determine populations of students achieving at lower levels than their peers and develop/implement strategies to close identified gaps.

Academic Success 5-Year Historical Trend:

School Year	9th Grade S1	9th Grade S2	All Students S1	All Students S2
22-23	80.2%	80.3%	80.8%	81.0%
21-22	78.4%	75.1%	79.1%	78.5%
20-21	87.4%	83.8%	86.1%	85.3%
19-20	72.7%	**97.9%**	74.7%	**98.4%**
18-19	78.6%	78.5%	73.5%	74.2%
17-18	72.1%	77.2%	73.4%	73.0%

PROGRAM DEVELOPMENT & SUSTAINABILITY:

Goal: Increase enrollment in advanced/upper-level courses and programs across all disciplines by 10%, and increase the percentage of students participating in athletics, clubs, and activities by 10%. Examine student subgroup data to determine populations of students accessing advanced courses and participating in athletics/clubs/activities at lower rates than their peers and develop/implement strategies to close identified gaps.

*****Note: Data in process. Current KPI of Post-Secondary Experience at 72%.*

STUDENT CONNECTION & SENSE OF BELONGING (AS MEASURED BY STUDENT SURVEYS & OTHER MEASURES OF STUDENT VOICE):

Increase both the average Student Climate Survey and Student Life Skills (formerly Student Attribute) Survey scores by 0.2 points and increase participation in the Student Climate Survey and Student Life Skills Survey to 70% of student population. Examine student subgroup data to determine populations of students self-assessing lower on the scale and develop/implement a plan of action to close the gap.

Student Voice 3-Year Historical Trend ([Student Climate Survey Data](), [Student Life Skills Survey Data]()):

School Year	Avg. Student Climate		Avg. Student Attribute/Life Skills	
	Fall	Spring	Fall	Spring
22-23	3.2 (480)	3.1 (193)	3.5 (692)	3.4 (203)
21-22	3.2 (511)	3.2 (464)	3.9 (207)	3.5 (172)
20-21	3.2 (560)	3.2 (474)	3.6 (594)	3.5 (427)
19-20	3.1 (777)	N/A	3.6 (470)	N/A

Action Plan #1: Improving Instruction

- **Strategy 1.1:** Plan each lesson to include 1 (or more) instructional strategy which promotes collaboration & cooperative learning structures (think-write-pair-share, jigsaw, structured student discourse, gallery walk, etc.) among students as a means for increasing active engagement from students, including an intentional focus of our students living in poverty (ECP Student Engagement & Processing Strategies #12).
  - **Action Steps:**
    - AVID Site Team, in collaboration with Administration & Instructional Coach, selects specific instructional strategies to model for staff and acts as a model teacher group for the implementation of these strategies.
    - Model 1-2 targeted cooperative learning instructional strategies within each Principal Directed Collaboration session (including calling out which strategy is being used to foster collaboration and engagement).
    - Model cooperative learning instructional practices in Principal Directed PD, Professional Learning Improvement Days, HLT, and other professional development opportunities.
    - Utilize the 5.5 hours of Principal Directed Collaboration to reflect on the implementation of, and refine and enhance the use of, targeted cooperative learning strategies.
    - During each staff meeting and department meeting, select staff members to share out ways in which they have incorporated the cooperative learning strategies into their content.
    - Utilize our instructional coach to support instructional rounds two times per month (with a specific department being designated each time) in which teachers look for the use of the specifically identified cooperative learning strategies (along with other teacher driven 'look fors') and are provided time to debrief what they saw and plan for how to incorporate takeaways into their own classrooms.
    - Utilize Classroom Walkthroughs as a tool to collect formative, non-evaluative, data in relation to the implementation of cooperative learning instructional strategies.

- **Strategy 1.2**: Plan one lesson (or more) every two weeks which provides individual support to all students, including an intentional focus of our students living in poverty, through small group teaching and in-class intervention opportunities. To strengthen the implementation of small group teaching and in-class intervention, staff are encouraged to collaborate with academic interventionists, Special Education staff, and English Language Development staff as applicable (ECP Individualized Support #17 & 18).
  - **Action Steps:**
    - Publish lesson plans that were developed from the station-rotation model PD in May of 2023.
    - Assign interventionists to content areas/departments.

- Assign Special Education teachers to content areas/departments to support strategic inclusion model.
- Model small group learning in Principal Directed PD, professional learning improvement days, HLT, and other professional development opportunities.
- AVID Site Team, in collaboration with Administration & Instructional Coach, creates model lessons for staff and acts as a model teacher group for the implementation of these strategies.
- Utilize our instructional coach to support instructional rounds two times per month (with a specific department being designated each time) in which teachers look for the use of small group instruction and intervention (along with other teacher driven 'look fors') and are provided time to debrief what they saw and plan for how to incorporate takeaways into their own classrooms.
- Utilize Classroom Walkthroughs as a tool to collect formative, non-evaluative, data in relation to the implementation of small group learning and in-class intervention.

- **Strategy 1.3**: Professional Learning Communities (PLCs) meet 2x per month to reflect on student learning data/student work samples, including an intentional focus of our students living in poverty, in relation to identified priority standards and common assessments. When meeting, PLCs focus their work on the three foundational questions of an effective PLC ["What do we want students to know? How will we know if they know it? What will we do in response?"] (ECP Feedback, Assessment, & Grading #21 & 22).
  - **Action Steps:**
    - During Department Lead launch days, Dept. Leads clearly define PLC members based on contents within their department, publish a schedule of when/where each PLC will meet, and strategically plan for how they will help support their PLCs in remaining focused on the three key questions that guide effective PLC work ["What do we want students to know? How will we know if they know it? What will we do in response?"].
    - During August PLID, allocate time for PLCs to complete SPS-U PLC 270 focusing on the foundations of an effective PLC, identifying common standards by unit, and developing common assessments by unit. Continue this work with time allocated for PLCs to meet during the October and February PLID.
    - Utilize Department Directed Collaboration to support PLC development and associated PLC work around the three key questions that guide an effective PLC ["What do we want students to know? How will we know if they know it? What will we do in response?"].
    - Provide staff/departments with PD regarding a Data Driven Dialogue ("What will we do in response?") during a Department Directed Collaboration morning between September and November of 2023.
    - Each PLC tracks PLC meeting agendas and next steps/timelines in their PLC binder for the year. Department Leads support this work for each of their PLC leads and share updates during Department Lead monthly meetings.

Action Plan #2: Building Community

- **Strategy 2.1:** Build greater and more intentional community within our staff.
  - **Action Steps:**
    - Implement monthly potluck desserts hosted by individual departments and monthly staff breakfasts organized by administration to strengthen relationships and culture amongst staff.
    - Implement a school-wide Attendance Task Force which meets 1x per month focused on identifying potential school-wide strategies to improve attendance and support students who struggle with chronic absenteeism (ECP Relationships & Community #5).
    - Implement monthly staff listening & problem-solving (LPS) sessions and utilize the one HLT meeting per month to reflect on our implementation of school-wide Tier 1 practices and data, identifying concerns, and problem solving around those concerns.

- **Strategy 2.2:** Build greater and more intentional community with our students, including an intentional focus of our students living in poverty.
    - **Action Steps:**
        - Each week, teachers utilize a class building and teambuilding activity to either (a) build a safe and supportive classroom community or (b) promote peer support for academic achievement (ECP Relationships & Community #4).
        - Implement the core principles outlined in the book *Poor Students, Rich Teaching*, which will be read as a staff book study, relating to our individual interactions and conversations with students to increase our collective trauma & poverty informed practice and communication of hope, support, and expectation for all students (ECP Relationships & Community #5).
        - Implement a weekly advisory model which allows for students and staff to connect around clubs, activities, and shared interests to foster greater student engagement and sense of connection with and to school.

- **Strategy 2.3**: Build greater and more intentional community within our feeder pattern.
    - **Action Steps:**
        - Refine planning and host the 2nd annual Northwest Feeder Pattern Community Night on Wednesday September 20th, 2023.
        - Develop a weekly student presence in our elementary feeder schools through Teaching Academy and Leadership class.
        - Host one feeder pattern night per sport/activity throughout the season/year.
        - Develop a spring Feeder Pattern Event (with an interest in this being hosted by Shadle Park and feeder schools' multi-cultural clubs).
        - Re-implement Highlander for a Day providing an opportunity for current 8th grade students to spend a half day shadowing students in support of their transition to high school (and couple this opportunity with engagement in clubs/activities/sports).