

Holden Village Community School
2019-2020

Lake Chelan School District Holden Village Community School School Improvement Plan 2019-2020

1. Evidence and date of annual school board approval

The Holden Village School Improvement Plan will be reviewed and approved by the school board on February 11, 2020. Feedback from the school board will be incorporated into this school plan.

2. Evidence that staff certification requirements are met

Both teachers at Holden Village Community School have a K-8 teaching endorsement for the state of Washington.

3. Evidence the plan is based on self-review and participation of required participants (staff, students, families, parents and community members)

- 2019-2020 enrollment at Holden Village School includes nine students, four of whom are teaching staff members' children: one kindergarten student, a first grader, one second grader, a third grader, a fourth grader; one fifth grader, two seventh graders, and one eighth grader. Students are at times divided into primary and intermediate groups for literacy and math instruction.
- Parents and students meet regularly to discuss student progress and goals. At least three structured, planned meetings per year take place.
- Both teachers are available by email daily to address specific concerns and to give feedback of student work and achievement. Teachers are also available in person daily as the school lies within the village where families live.
- The principal of Holden Village School visits the site at least 3 times per year to meet with staff, students, and families to gather input regarding student and programming progress.
- At least two off-school site experiences take place per year to provide students with experiences beyond the remote village and that coincide with a unit of study that is being conducted at the school

4. Brief summary of use of data to establish improvement

Data Sources: In an effort toward continuous improvement Holden Community School conducts annual ongoing needs assessments involving all staff and students. This comprehensive needs assessment includes a variety of achievement and climate data from multiple sources. The intent of this review is to help the staff understand the issues affecting each content area and the strengths and weaknesses of not only individual students, but also the structure of the school.

- recent state tests (Math and ELA SBAC and MSP Science)
- standardized assessments (Rapid data and Easy CBM for ELA and Math, and running records for Primary Reading)
- analysis of past assessment data as relevant to current year
- CBA data analyzed by course and student
- parent, student, staff, and community input meetings

Accurate School View: Holden Community School is a remote and necessary school located in a small community based on a retreat center model. Due to the nature of the community, village staff members and their families come for a year or two (sometimes longer) and often from out of state. Longitudinal analysis reflects a small number of students over short periods of time (one to two years). Standardized assessments, such as Easy CBA, Rapid, and Running Records are administered 2 to 3 times a year in order to track growth within a school year. This year long data supplements the limitations of the annual state assessments due to the transience of the student population.

- Students work within grade level clusters of primary students and intermediate and middle school students to address grade-level content around theme-based, experiential units. For example, students conduct local fish-life studies with science observations, collection of samples, graphing and measuring, and reading and writing that is grade-level appropriate and designed by teaching staff to meet the needs of individual students.
- Teachers track student literacy and math progress through the use of Lexia/Rapid assessments and through Easy CBM mathematics assessments given at least 3 times per year. This data is used to select appropriate reading level materials for students as well as identify areas of mathematics that are students' strengths and areas for challenge for the student that the teachers address.

5. Plan promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements

Connection to Reform Strategies and Alignment to Needs of Teachers: The Holden School principal and staff have made a concerted effort to align professional development with the States academic content (student academic achievement standards) and our overarching goal of closing the achievement gap. Holden teachers come with a unique set of skills and strategies. Many have come from out of state and from alternative school environments and therefore benefit from professional development opportunities based on the Common Core Standards. In addition, there is the need to build special education knowledge and strategies to better serve the school's current clientele. Following is a summary of the main professional development activities:

Standards Professional Development Activities:

- District-wide professional development regarding professional boundaries and engagement strategies for reaching students
- Book Study: Bringing School to Life All staff (on site village)
- Collaboration between Morgen Owings staff and Holden Village Staff around project-based learning, assessing learning in a multi-age, project based learning setting
- Collaboration between special education teacher and Holden Village staff regarding IEPs and accommodations and data collection

6. Recognition of non-academic student learning what and how

- At least twice per year, Holden Village students and staff travel for field trips for experiential learning beyond the village, including agriculture and economic understanding of the North Central area as well as in culmination to a unit of study about the Iditarod and how people living in remote areas may use creativity and ingenuity to solve problems
- Village guests are utilized as guest teachers for art, music, environmental education and experiences beyond academics as a regular part of the programming at Holden Village Schools
- Regular class meetings are held to teach social skills lessons and problem solving strategies to students

7. Characteristics of successful schools

- Through the regular use of data and on-going collaboration among the two staff members for planning, implementation of lessons, and formative assessment data, teachers

8. Educational equality (gender, race, ethnicity, culture, language and physical/mental ability)

- Curriculum selected to be implemented at Holden Village is screened for the consideration of equality so that students have an opportunity to see themselves and other cultures and abilities represented within curriculum used at the school.
- Different student learning needs are taken into consideration in the classroom setting (students may select where to work, whom to work with, how to build projects that aligns with their learning needs) and in assignments
- Staff receives yearly training in educational equality through the Human Resources Department.
- Individual Educational Plan accommodations are followed for students with disabilities.

9. Use of technology to facilitate instruction

- With its remote location, satellite web service is necessary at the school. Students are able to participate in limited on-line learning experiences because of issues with connectivity. Some common assessments are completed through online programs, but state assessments will be taken with paper and pencil to enable students to show what they know without fear of loss of connectivity within the Smarter Balanced site.

10. Parent, family, and community involvement

- **Methods in Support of Increasing Parent and Family Involvement:** The Holden Principal travels to Holden Village early in the school year in order to share school wide goals. The parent / student handbook is disseminated and questions are answered as necessary. The principal discusses school issues unique to a remote and necessary school, such as the Holden School.

The following strategies are employed to increase parental involvement:

- Updated School-Parent compact
- Teacher parent conferences
- Parent, student, staff, and community climate surveys, and the results have been disaggregated for improvement opportunities
- Principal visits at least once a quarter to meet with parents, students, and staff
- Volunteers from the Holden Village community are included in the school
- Consistent emails to parents from both teachers to communicate activities and visits
- Teacher conducted parent meetings about field trips and other school events
- Open House at the school for parents and community twice a year
- On-line grading system for high school students and regular report card distribution allowing parents to monitor their child's progress