ONION CREEK SCHOOL DISTRICT #30
SCHOOL IMPROVEMENT PLAN

2017-2020

Our Shared Vision for Education

Onion Creek School District #30 will inspire and challenge people to work toward their potential by offering nurturing and diverse learning opportunities which emphasize academic excellence and foster thinking, creativity, mutual respect and shared responsibility for the future.

Certified educators have worked on aligning curriculum, instruction and assessment to meet the Washington State Learning and Next Generation Science Standards. In an ongoing effort to assess our practice we annually revise curriculum, instruction and assessment to ensure high levels of learning for all students.

For the 2017 – 2020 school years, we have three primary goals. Our goals are associated with increased student achievement, alignment of our technology needs to state and national standards, and enhancing our community volunteer program. Details on our goals can be found later in this document.

Demographics

Onion Creek School District #30 (OCSD#30) is located in a very rural northern section of Stevens County, Washington. Attendance at OCSD#30 generally ranges between 30 and 50 students a year in grades K-8. When there is sufficient enrollment the district provides a preschool program up to four days per week on the campus. Generally, more than seventy-five percent of our students qualify for free and reduced lunch. Please access the Office of Public Instruction's website for additional details ~~of~~ regarding our state report card.
http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=244&reportLevel=District&yrs=2016-17&year=2016-17

Our school has had a Title I school-wide plan in place since 1997, allowing all students to receive assistance through Title I. We revisit and update our Title I plan on an annual basis. We offer small class sizes with low student-to-teacher ratios.

High Standards and Expectations

Because we believe that all children can learn at high levels the teaching staff continuously examines their practice to ensure that they hold rigorous, consistent standards and expectations for all students. Children and families are valued for their achievements and contributions at Onion Creek School. Parents and students have many opportunities to contribute to the learning process during an annual goal setting conference as well as student-led conferences where SMART goals and attainment steps are shared. We believe it is important to work together with all students and parents to celebrate success and~~/or~~ problem solve when necessary.

Instruction is personalized and differentiated. Because we are a small school district we have multi-age classrooms where students have the opportunity to know each other and create relationships and mentorships with other students across grade levels.

The high standards and expectations held at Onion Creek School were generated, in part, through a partnership with our Community Visioning Team. Community members, parents, students and staff have worked together to find common goals concerning curriculum, instruction, assessment, classroom environment and school maintenance.

Onion Creek Community believes:
  ➢ Children are the future.

- ➢ All children are entitled to the best education possible.
- ➢ Education transcends age, place, and time.
- ➢ Everyone is a teacher and a learner.
- ➢ Families are the primary educators of children.
- ➢ When basic human needs are met, the ability to learn is enhanced.
- ➢ People have the right to feel safe, to be respected and to be loved.
- ➢ People have the right to be involved in decisions affecting their lives.
- ➢ All people are born unique, with vast potential.
- ➢ Children are naturally inquisitive.
- ➢ People learn in different ways.
- ➢ Learning is essential and is an active experience.
- ➢ Learning is its own reward.
- ➢ A good teacher can change your life.
- ➢ Self-respect and self-esteem are essential for happiness.
- ➢ There is value in diversity; we are a part of an interdependent world.
- ➢ Our community and school are extensions of each other.
- ➢ Communication and cooperation are essential.
- ➢ In the empowerment of people.
- ➢ In having some fun every day.

Leadership

OCSD #30 has a collaborative style of leadership. The administration and staff work hard to develop positive, respectful relationships with all stakeholders. All staff is expected to be visible throughout the school and at community activities, to listen attentively and follow through on commitments. Our staff has a common goal to provide the best education possible for all our children and we work together diligently to accomplish it.

Each fall the coordination of regularly scheduled events is shared among certified and classified staff members. As a small non-high school district, we are not funded for a full time principal or superintendent, but our administrator strives to be present on campus each weekday on average. Additionally, each member of the school staff accepts critical roles to ensure that the district thrives. Together our school's staff and administration lead collectively as a team.

Collaboration and Communication

Onion Creek School District is a very small, remote and rural school campus. Our success is enhanced by family and community member involvement. High levels of collaboration and communication are vital for collective teacher efficacy and student achievement.

As a community, it is especially important to actively initiate contact with resources and social services in Colville, the closest city. We regularly disseminate information through other means, such as our school handbook, website, and newsletter. Our handbook includes student learning expectations, vision statement, school rules, student conduct procedures, daily schedules, attendance policies, as well as pertinent phone numbers and email addresses. OCSD #30 holds several annual community/school meetings such as the Title I Meeting. During these meetings we share current programming information and receive community ideas for future program planning.

Collaboration and communication among staff occur in multiple ways. Teachers meet monthly in a professional learning community with the principal to advance their professional practice. All staff at Onion Creek School meet monthly for planning, discussion and professional development. These monthly meetings give staff an opportunity to express concerns, offer suggestions, and recognize success. Our team works cooperatively to align curriculum with the state and national learning standards, collaborating across grade levels to ensure optimum learning for all students.

<div align="center">Curriculum, Instruction and Assessments</div>

OCSD #30 has aligned curriculum, instruction and assessment with local, state and federal standards and requirements. We recognize that aligned curriculum and assessment gives our students greater access to equity and excellence in education. As a staff we ensure that student learning goals are evident, and that students have many opportunities to meet these goals through focused instruction. Students are assessed on their mastery of the learning goals and have multiple chances to practice test taking skills using a variety of formats.

In order to ensure that the OCSD #30 implements and is in alignment with initiatives such as the Washington State Learning Standards, Smarter Balanced Assessment, the State Eight Teaching Criteria utilizing the Danielson Instructional Framework, Washington Association of School Administrators Leadership Framework, benchmark and progress monitoring systems, Response to Intervention, Positive Behavior Intervention Strategies and other tools for state and national standard alignment. Teachers are released from classroom duties monthly to work collaboratively in a professional learning community. The staff strives to ensure curricula and instructional strategies are effective, that concepts are being taught in a systematic way throughout grade levels, and that the concept of inquiry is incorporated throughout the curriculum.

Teachers use a variety of research-based instructional strategies to deliver curriculum to the students of Onion Creek School. Any new curriculum is evaluated by staff and the Instructional Materials Committee to ensure a match with the Washington State Learning Standards and the national Common Core Standards. Textbooks are aligned with standards, and supplemental materials are evaluated to ensure high yielding academic results. Moreover, teachers encourage students to build a body of knowledge through reading, media, research and discussion and then apply those concepts in problem solving or project-based learning formats.

Student progress is frequently evaluated using AIMSweb benchmark and progress monitoring assessments in reading and mathematics, the Qualitative Reading Inventory (QRI), Scholastic Reading Inventory (SRI), Assessment and Learning in Knowledge Spaces (ALEKS) in mathematics, Dreambox for K-2 and special education students, and Wright Group for K-2 reading, in addition to classroom-based formative and summative assessments.

SMART Goal: District AIMSweb benchmark scores and classroom-based assessment scores will improve by a minimum of 15% district-wide by spring of 2020.

Rationale: In order for the faculty and staff in the Onion Creek School District to continue to adequately impact/increase students' academic growth and effectively learn and implement the state initiatives such as the Common Core Standards, the State Eight Teaching Criteria through the

Teacher and Principal Evaluation Program (TPEP) and Smarter Balanced Assessment (SBA), etc., collaborative professional development time is required. We anticipate that the 180-school day waiver of 3 days, making the OCSD #30 school year 177 days, will provide the needed professional development time to help solve problems of practice as we move forward.

Activities to Achieve this Goal *What actions will occur? What steps will take place?*	Professional Development *How will staff acquire the necessary skills and attitudes to implement the activity?*	Timeline *When will this strategy or action begin?*	Resources Available *What are the existing and new resources that will be used to accomplish this activity?*	Who is Responsible? Who is Involved? *Who will provide the leadership? Who will do the work?*	Monitoring Effectiveness *What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?*
Teach to WA State Learning, Common Core, and Next Generation Learning Standards	Professional development during Professional Learning Community Meetings	Ongoing, approximately 2 x per month	ESD and other workshops, PLC	Administration co-facilitating with teachers	TPEP observations, peer instructional rounds data, analysis of student data
Strengthen Progress on Eight Teaching Criteria using the Danielson Instructional Framework	Pro. D during PLC	Ongoing	ESD and other workshops, PLC	Administration co-facilitating with teachers	TPEP observations, peer instructional rounds data, analysis of student data
SBA, universal screening, benchmark assessments, progress monitoring	Pro. D. re: AIMSweb, ALEKS, QRI and Wright Group	Ongoing	ESD and other workshops, PLC	Administration co-facilitating with teachers	AIMSweb, ALEKS, IXL(?), QRI, and Wright Group data analysis minimum 3 x per year
Monitor tiers 2 and 3 interventions (Response to Intervention – RtI/*MTSS*-Multi-Tiered Systems of	Pro. D during PLC	Ongoing	ESD, PLC, Staff	Administration co-facilitating with teachers	AIMSweb, ALEKS,QRI, and Wright Group, Woodcock Johnson data analysis min. 3 x per year; monthly for students on progress monitoring

Support)

Strengthen the Nine Characteristics of High Performing Schools	Pro. D during PLC; Monthly Staff Meetings	Ongoing	ESD, PLC, Staff	Administration co-facilitating with staff	Perception survey data analysis
Strenghen the effective principles of Professional Learning Communities	Pro. D during PLC	Ongoing	PLC	Administration co-facilitating with teachers	• Meetings, evaluations against norms and 4 PLC questions: • What is it we expect students to learn? • How will we know students have learned it? • What do we do when students don't learn it? • What do we do when students already know it?

Frequent Monitoring of Learning and Teaching

OCSD #30 provides a steady cycle of assessments to identify students who need help, are meeting learning expectations, and those requiring more challenge. More support and instructional time is provided, either during the school day through Title 1 and LAP programs, or outside normal school hours through homework and tutoring for those students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Formative assessment results are used to measure academic growth over time and to improve the instructional process for individuals, small groups and whole classrooms.

The data taken from the SBA cannot be used as disaggregated data in comparison to the state or other school districts because of the small number of students in the grades taking the assessment (n<10). Students' performance on the SBA does, however, inform subsequent instructional decisions.

The principal utilizes classroom observational data, in part, to determine professional development needs. Feedback is timely after each observation. Instructional Rounds are one aspect of OCSD's professional growth model incorporated throughout professional development time as a means to strengthen instructional practices.

Following is Onion Creek's Teacher/Principal Growth Evaluation Cycle:
Teacher/Principal Growth Evaluation Cycle
I would like to look at this chart and update it as part of the May Pro-D Day

	Assessments & Self Evaluation	Monitoring SMART Goals/Action Plans	Professional Development
August	TPEP Self Evaluation/ Criterion/LF Goal Setting	Create Action Plan (for SMART goal attainment) Agree on Artifacts/ Evidence	Professional Development Day
September	District Benchmark Assessment(s) (first data point) *Note: 90 Calendar-Day Observation for 1st-yr. Provisional (30 min.)	T/P Instructional/ Leadership Walkthroughs (provide data ea. time) 60 min. obsv. min. for yr.	Professional Development Day
October	Progress Monitoring *Note: 90 Calendar-Day Observation for 1st-yr. Provisional (30 min.)	-T/P/Building Student Growth Goal(s) -T/P Instructional/ Leadership Walkthroughs -T/P Artifacts/Evidence Check	Professional Development Day
November	Progress Monitoring; Gap Analysis *Note: 90 Calendar-Day Observation for 1st-yr.Provisional (30 min.)	-T/P Instructional/ Leadership Walkthroughs -Formative Conference; T/P Artifacts/Evidence Review	Professional Development Day
December	Progress Monitoring	T/P Instructional/ Leadership Walkthroughs	Professional Development Day
January	Benchmark Assessment(s) (2nd data point)	-T/P Instructional/ Leadership Walkthroughs -T/P Written Self Reflection	Professional Development Day
February	Progress Monitoring	-T/P Instructional/ Leadership	Professional Development Day

		Walkthroughs -T/P Formative Conference	
March	Progress Monitoring	-T/P Instructional/ Leadership Walkthroughs -T/P Artifacts/Evidence Checkpoint (if not meeting goal(s) = Student Growth Inquiry)	Professional Development Day
April	-SBAC, Benchmark Assessment(s) (3rd data point) -Progress Monitoring	-T/P Instructional/ Leadership Walkthroughs -If not making progress on goals = monthly meeting	-If not making progress on goals = weekly meeting -Professional Development Day
May	Progress Monitoring	-T/P Instructional/ Leadership Walkthroughs -T/P Formal, Summative (final, written) Evaluation	-If U or B = Plan of Improvement -If D = Recognize or Reward

*Note: 90 Calendar-Day Observation for 1st-yr. Provisional (30 min.) with written evaluation and per law and district regulations.

*Provisional Employees in their 2nd & 3rd yr. are observed 3+ times totaling 90 mins.

<p style="text-align:center;color:blue;">Focused Professional Development</p>

Professional development at Onion Creek School is aligned with the district vision and objectives. Professional Development opportunities are organized in two ways. Annually, teachers and classified staff are asked to set SMART goals (August-September). These goals are discussed with the administrator. Opportunities for working towards these goals are provided. In addition, the staff sets a district goal.

Ongoing, job-embedded professional development through scheduled in-services and PLC meetings, are designed to meet the needs identified by individual staff members and the administration. Professional development opportunities are provided throughout each school year. The staff members of OCSD #30 have the opportunity to attend workshops, conferences and classes that will help them achieve their goals. Our para-educators have opportunities to attend classes to help them develop the skills needed to attain the core competencies as required by the state of Washington. OCSD #30 has provided training and funding to support our paraprofessionals' development in these areas. Currently all of our paraprofessionals on staff have met or exceeded state core competency and federal requirements.

Our professional development opportunities have assisted staff in making personal growth. At Onion Creek School more than one-third of our classroom teachers are National Board of Professional

Teaching Standards certified. This is a rigorous process of peer observation, videotaping, testing and portfolio building, all leading candidates toward examination of his/her teaching practice.

Supportive Learning Environment

Onion Creek School works diligently to provide a safe, civil, healthy and intellectually stimulating learning environment. Our students feel respected and connected with staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers. We offer cross-age tutoring, safe and drug-free-schools instruction and we have an anti-bullying policy.

We have three expectations for our students and staff at Onion Creek School: 1) be responsible; 2) be respectful; 3) display active learning attributes. These expectations came about as a result of our training and implementation of Positive Behavioral Supports and Interventions (PBIS).

We believe that mistakes are learning opportunities, and we provide students with support to guide them through challenging situations. When students are struggling in meeting an expectation, a problem resolving conference with a staff member is held and students are re-taught expectations. Onion Creek School has great success in providing personalized learning environments for our students. As a small school district, we provide multiage/grade classes for our students. The classroom configurations are based on our student population, however, we strive to maintain three classrooms: the primary classroom with grades K-2, the intermediate classroom with grades 3-5, and the middle school classroom with grades 6-8. We also offer a district-funded preschool program that operates three-four half days per week. Our small classroom size allows students to receive the personal and academic support that they need. Our school-wide Title I program allows us to provide additional services to both Title I students and special education students in the general classroom. Our staff members come to know student interests, challenges and accomplishments.

Family and Community Involvement

In the community of Onion Creek there is a sense that everyone, not just teachers and school staff, have a responsibility to educate our students. The school is a central part of our community. We have no post office, formal library, or youth center. We have a strong partnership with our one community business, the Onion Creek General Store, but we are twenty miles away from city services. Our school is very fortunate to have an active parent and community volunteer program.

Parents show their support of community children by being very visible at OCSD #30. We have many events throughout the year, such as Open House, a combined harvest potluck and winter program, a late winter art show and family fun night, an Earth Day event, as well as quarterly "museums", or culminating projects, where students showcase products and presentations depicting their essential learnings. It is not uncommon to have 100% of our families come to these school events. We also enjoy high turn-out for parent-teacher-student conferences and goal setting meetings as well.

We have a large number of community members who volunteer their services to support our school. Parents often come in to share information as guest speakers, to chaperone special events, help out with fundraisers and campus projects, volunteer to read with students and an AmeriCorps Volunteer who helps tutor students. In turn, our students and school staff give back to our community by making,

assembling and distributing "senior citizen/community holiday baskets", and participating in Road Cleanup twice a year.

We encourage and welcome the participation of our community members. Community members have served on several program committees, such as the Visioning Committee and the Instructional Materials Committee. The owners of the local general store provide the school with a bulletin board within their establishment for the posting of current school events and the sharing of student achievements, which is updated monthly.

The staff members of Onion Creek School work diligently to initiate and maintain high levels of family and community involvement. Our staff sends home weekly notices to let parents know of student progress. We also have three parent/student/teacher conferences a year for all of our students. We believe in celebrating student success and working together to problem-solve for kids as the need arises. We use several other forms of communication such as a newsletter featuring a current school calendar of events, articles from the school board, administration and staff, and student work. Our school district enjoys a steady and positive partnership with our community members and parents.

SMART GOAL # 1 for Family and Community Involvement: Regular volunteerism will increase from 5 to 12 by spring of 2020

Activities to Achieve this Goal *What actions will occur? What steps will take place?*	Professional Development *How will staff acquire the necessary skills and attitudes to implement the activity?*	Timeline *When will this strategy or action begin?*	Resources Available *What are the existing and new resources that will be used to accomplish this activity?*	Who is Responsible? Who is Involved? *Who will provide the leadership? Who will do the work?*	Monitoring Effectiveness *What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?*
AmeriCorps volunteer shall reach out to community members, with the OC General Store as a hub		2017-20 school years		AmeriCorps	Ongoing
Volunteers will be placed in their areas of interest		2017-20 school years		AmeriCorps	Ongoing
Annual volunteer recognition planned	Event evaluations	2014-17 school years		AmeriCorps	Complete and ongoing

The OCSD #30 has adopted a Technology Plan. This plan is updated as needed and is attached as an appendix to our School Improvement Plan. Technology is integrated into the everyday classroom, beginning in the pre-school and kindergarten classroom and continuing through the eighth grade. Each classroom in the OCSD #30 has one electronic device for every student. Technology is used to enhance daily instruction. Computers and other technology are used for many learning activities including research, word processing, power point presentations and reports. A technology project is often used as a culminating piece at the completion of each unit of study.

We believe that the use of computers and related technologies:
- Is an integral element of the educational process that has far-reaching impact for both students and staff;
- Must not be viewed as a separate curriculum, but rather as an element of all curriculum strands and embedded into all appropriate learning activities;
- Facilitates active participation of the learner;
- Accommodates varying rates and styles of learning; and
- Are a powerful learning tool and an essential component in preparing students for the world of continued education and careers.

SMART Goal for technology: The OCSD # 30 will ensure that all students and staff have the skills to utilize technology well and have 1:1 access to reliable, progressive and state of the art technologies.

Activities to Achieve this Goal *What actions will occur? What steps will take place?*	Professional Development *How will staff acquire the necessary skills and attitudes to implement the activity?*	Timeline *When will this strategy or action begin?*	Resources Available *What are the existing and new resources that will be used to accomplish this activity?*	Who is Responsible? Who is Involved? *Who will provide the leadership? Who will do the work?*	Monitoring Effectiveness *What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?*
Recruit tech companies to assess current infrastructure		2017-18	Make connections and schedule	Administration	Reports from companies
Assemble Tech Visioning Team to review proposals		2017-18		Administration and Tech Liaison with educators	Meetings held 2017-18

Select tech proposal and create budget plan	2017-18	Administration and Tech Liaison and Business Manager	2017-18
Draft E-rate plan; submit in Nov. 2017-2020	2017-20	Tech Liaisons	2017-20
Draft a hardware and replacement plan	2018-19	Administration and Tech Liaison with educators	2018-19

APPROVED by the Board of Directors of OCSD #30, Stevens County, Washington, in a regular meeting thereof held on the 18th day of May, 2017.

_____   _____
Elissa Dyson, Chairman   Andy James, Director
Board of Directors

_____   _____
Jerry Slater, Director   Joel Anderson, Director

_____   ATTEST:_____
Lukas Miller, Director   Rebekah Angus, Secretary