

Taholah School System Plan

Creating a school (**human**) system that is high performing/continually analyzing and reviewing the system (system thinking means the ability to understand how an entire system works and how an action, change or malfunction in one part of the system affects the rest of the system—all pieces of the system interact to make it successful).

Our Vision

At Taholah School District, we honor the strong culture of the Quinault people and value the diversity of our community.

Through connecting to our community we strive to have culturally aware and committed school staff who are using relevant and meaningful best practices to create a positive environment to ensure our students are prepared for success.

We do this in a way that is rooted in positive culture and family values in order to enable our students to have pride in their identity.

Why we exist

We exist to cultivating the whole child with strong Native cultural, developing exceptional thinkers prepared to serve the nation and world

Our Values

Respect/compassion

Perseverance/growth

Accountability/commitment

Our Anchors

- Student centered (multi-tiered system of interventions and support)
- Empowered Educator
- Elevated Standards (data driven decision making/progress monitoring/standards based/Since Time Curriculum)
- Redefine Systems and Learning Environment

Our beliefs

- We believe that every learner possesses a unique combination of talents, abilities, interests, and needs and that each is able to achieve at high levels of excellence
- We believe that positive and nurturing relationships are an essential foundation of learning
- We believe that the quality of instruction is enhanced by collaboration, professional development and the application of research based practices

Our focus

We are purpose driven and we care deeply about what we do. We continue to pursue all that it takes in order to create the best learning environment for our students.

World class teaching with native culture based educator practices and learning environments---creating together

- 2019-20 focus:
 - Building wide behavior system with 3 tiers of implementation through PBIS framework
 - Start to develop and implement three tiered implementation of academic, social and behavior support for students

- Creating a culture of caring amongst all beginning with implementing the Character Strong Curriculum (All staff & students)
- Developing partnership with community agencies to provide support to students in crisis and build capacity to focus on prevention, intervention and response to students social/emotional needs
 - QIN sacred heart, QIN drug and alcohol services, and QIN counselor team collaboration

Culture

Character building, relationship development, creating a safe and orderly environment, developing servant leaders, social emotional well-being, creating a place of hope. Culture is what we do, climate is how we feel, culture takes purpose to change. Our culture is how we love kids and how we treat each other.

- Who are we—what do we value—what is our identity? (**Social Emotional learning** at the forefront of what we do, empathy, relationships, change makers, problem solvers, values based).
- Greeting at the door to build family/teach empathy and care for others (Deep care for kids)
- Why Try and Character Strong implementation around PBIS framework
- Beautiful Words: Our character words for the month
- Learning environment—the way the classrooms and campus works and feels
 - Teach specific procedures
 - **All teachers reinforce classroom code of conduct, building code of conduct, Expectation Matrix** and procedures by positively teaching and creating meaning together
 - Practice recess and transition procedures
 - Specific practices being developed by the PBIS/SEL team/indirect teaching of SEL
- Student Support---Care team on Friday Mornings, SEL Coach, Title I Coach, SPED support, Counselor support, meeting with students
- Our goal is to develop responsible students:
 - We understand that we first need to reach our students basic need of belonging—let them know we prepare a place for them (Social emotional learning)
 - We understand that discipline means **disciple**
 - The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors—but not something we can control, (need to begin sharing Character Strong with the community so we are all involved)
- College career, apprentice, internship, tradeschool or military bound
 - Counselor provides guidance support

- Working with QIN on developing an apprentice program
- Working with work source in Aberdeen for next year
- Develop the whole child (life ready)
 - All teachers include **social and emotional learning objectives** in their instructional plans (Character Dare)
 - Create a sense of purpose in our students through Native values/understand that our values and who we are as a people is as important as intellect/STI curriculum
 - Connect with tribe for counseling support/drug and alcohol counselor support from the tribe, and prevention training for our elementary students
 - Leadership classes in the HS
 - SEL support
 - Training for students on problem solving when and before there is a conflict
 - Connect with families/community
 - Coffees/ lunch with their kids and then meet with Patti and I
 - Many thoughts within each grade band (breakfast, presentations etc.)
 - 2 conferences a year (student led conferences)
 - Open house
 - Facebook
 - Phone calls
- Student engagement
 - Relevent lessons
 - Tutor support for graduation requirement
 - Attendance expectations
 - Credit retrieval
 - Meeting with students to hear their voice (weekly lunches)

Learning Organization/Effective Instruction

All intertwined:

- Understanding of how kids learn----combination of explicit direct instruction on skills and integration of content. Systematic learning built on prior knowledge: Balance between direct instruction and constructivism/ understanding personalized learning/inquiry
- Effective use of time, intensity, productivity and purpose:
 - Create a balanced literacy block (understand reading process)
 - Daily 5 for elementary
 - Understand math process and what students should know and be able to do across the grades/building on each other/learning together
 - Some help from ESD mentor
 - Use **data** to target instruction for individual students and groups of students..data boards
 - Marzano framework/understanding distinguished practices
 - 3 tiered system of instruction and intervention with SEL

Targeted Professional Development 2019-20

Professional development is aligned with identified needs based on staff evaluation and student performance

Collaboration

Our time working and learning together

- Learning meetings: Every Monday from 2:10-3:30
 - A time to learn together and from each other
- Collaborate with outside communities
 - Create and sustain partnerships to support extended learning
 - Parent collaboration/communication
 - Open House & conferences
 - Senior family meetings
 - Seesaw, Blogs, Blooms, Class DoJo, one on one meetings, messages home, newsletters
 - Special events

Standards Alignment

- What our students are expected to know and be able to do
- Following National Common Core Standards
- Curriculum mapping/transfer goals/performance tasks
- STI curriculum scope and sequence/working with Dr. Laura Lynn

Assessments

- Know your students
- Goal setting/with each individual student

Formative Assessment/Progress monitoring to provide tiered support

- Classroom observation/informal assessment
- Portfolios
- Journals
- Presentations
- Exhibits
- Rubrics
- Interviews
- Essays
- Observations
- Classroom unit assessments
- Running records
- Exit tickets

Summative Assessment:

- Iready for math and ELA, 3 times a year
- Math common assessment
- Performance tasks practiced

Data Analysis

- See what the data is saying and then make adjustments for each student
- Daily
- Ongoing
- Progress monitoring

- Collaboration meetings
 - Counselors
 - Quarterly/iready
 - All teachers monitor and assess student mastery in order to make appropriate adjustments
 - Monthly data room/Title teacher
- Intervention**
- Strategic groupings/individual help
 - Three tiered approaches:
- Three-tiered reading plan (MTSS):
 - Push in model/all grades--developing time to meet the needs of all students--- provides extra time, review and reinforcement
 - Lap paras work with K-4 reading needs/triple dip those identified for LAP services
 - Title paras work with elementary grade students with reading and math needs within the classroom of those identified
 - SPED paras and teachers—in class and pull out
 - Support from ESD/math coach and literacy coach
 - Strategic groupings/individual help
 - Extended learning time: After-school provided by QIN
 - Services for students with social emotional issues
 - Three-tiered services for students with social emotional issues
 - Three-tiered attendance plan /truancy plan/truancy officer

The next 3 years will consist of building/strengthening these systems that are in place

Creating a school of hope, a world class school that develops the whole child, understanding their identity and what it means to work and serve their nation.