

**Pi Program
School Improvement
Plan
2017-18**

December 13, 2017

SCHOOL DEMOGRAPHICS/DESCRIPTION

The Pi Program is a K-12 Alternative Learning Education (ALE) choice program. Most classes are multi-age within their grade-band. Essential elements of the program follow state ALE requirements: an individualized written student learning plan, monthly progress reports, and monthly parent-student-teacher conferences. Elementary students attend classes two days a week and work with their parents at home the other three days. Middle school students attend three days a week and High School students typically attend Pi classes 3-4 days a week.

In addition to core classes and electives the Pi Program offers a variety of experiential learning opportunities and community connections. These include instrumental instruction with Pi String Orchestra, sailing with Puget Sound Voyagers, boat building at the Community Boat Project, Computer Technology, HS Biology Workplace Experience (formerly known as Hydrology), and connections with Jefferson County Conservation District, Northwest Watershed Institute, and the North Olympic Salmon Coalition, as well as the local library, 4H, and the Seattle Children's Theatre.

School Demographics

The Pi Program enrollment has fluctuated between 70 and 100 over the years.

Current Numbers:

K-2	6
3-5	11
6-8	17
9-12	38
Total	72

Staffing

3.6 FTE; 1 full-time and 5 part-time

Pi Mission Statement

The Pi Program supports experiential learning, community engagement, and active family involvement.

Our program utilizes individual strengths, passion and compassion to foster intellectual curiosity, integrity, and self-initiated life-long learning.

We strive to nurture personal growth and a confident, creative spirit in our students, families, and staff.

Who does Pi serve?

The Pi Program is open to any student and family in the district, or equally, out of district. Historically, Pi has often been the choice for families who have been homeschooling, or even un-schooling, and who want to move to a more structured, social environment, or one that offers more academic courses. It is also frequently the

entry point into the Chimacum School District for students who have attended private or non-traditional schools in the area, such as Swan School, JCS, OPHC and Sunfield.

The Pi Program is also a choice for families who have tried traditional on-campus programs and for various reasons are seeking an alternative. These can include students who want the opportunity to have more control over their educational path, students who need a more flexible schedule, and students who may or may not have identified special needs, but who having difficulty tolerating the regular school classroom, school day and/or environment.

CLIMATE PLAN

Attendance

A student's attendance requirements depend on the classes in their individual written student learning plan. Teachers address attendance issues with students and parents at our monthly conferences as needed.

Discipline

The culture at Pi has traditionally been a strength of the program. Students from disparate backgrounds come together in our multi-aged community, learn to accept and celebrate differences, and form bonds over time. Discipline data tends to be based on individuals, and comparisons from year to year are therefore not very informative.

When students are invested in their education and believe they are a valued member of our community we see very few behavior issues. At the beginning of the year, students and staff create a set of agreements (norms and expectations) that are signed and posted in classrooms and common areas. We continue to include community building as an important part of our program.

If a student demonstrates a pattern of poor behavior we work closely with that student and their family to develop an intervention plan, and will adjust their Written Student Learning Plan when necessary.

Goals for Improvement

We have identified tardiness and absences as areas for improvement. It should be noted that, in general, students and families do well considering that students have widely varying schedules and may lack a day to day routine; across the K-12 spectrum, the challenge is sometimes for the student, and sometimes for the parent. For teachers, the challenge is to share information with other teachers, now that staff collaboration time has been reduced. While monthly conferences provide the opportunity to address these issues head-on, we have lacked an accounting system to have the relevant information readily available to share at conference. Our goal for improvement, therefore, is to put such a system in place, and to do so uniformly across the grade-bands in order to build it into our culture.

Plan for Improvement

For tardies, we will utilize a system of sign-in slips that we will keep and share at conferences. This will improve student awareness and accountability, and we will have tangible evidence to present at conference.

To address absences, we will use our monthly progress reports for individual teachers to indicate more clearly and in a uniform manner, when students are absent. This will

allow teacher-consultants to easily access the information, and address it with those for whom attendance might be an issue.

Outcomes

Teacher-consultants will have more timely information to share at monthly conferences. Students will be more accountable for tardiness.

Timeline

End of the 2017-18 school year

MATH AND LITERACY PLAN

2016-17 SBA Data

3rd Grade Math

1 out of 2 students met standard

The student who met standard exceeded the state average

1 student at level 1

All students tested

3rd Grade ELA

1 out of 2 students met standard

The student who met standard exceeded the state average

1 student at level 1

All students tested

4th Grade Math

0 out of 4 students met standard

3 students were at level 2

All students tested

4th Grade ELA

2 out of 3 students who tested met standard and exceeded the state average

1 student did not test

5th Grade Math

3 out of 6 students met or exceeded standard and exceeded the state average

1 of these students increased from a level 2 in 2016 to a level 4

All students tested

5th Grade ELA

4 out of 6 students met or exceeded standard and exceeded the state average

1 of these students increased from a level 1 in 2016 to a level 3

1 student who did not meet standard increased from a level 1 in 2016 to a level 2

All students tested

6th Grade Math

1 out of 5 students met standard

4 students at level 2

All students tested

6th Grade ELA

4 out of 5 students met or exceeded state standard and state average.

All students tested

7th Grade Math

5 out of 10 students met or exceeded standard and the state average
4 students at level 2
1 of these students increased from a level 1 in 2016 to a level 2
All students tested

7th Grade ELA

8 out of 10 students met or exceeded standard; 7 exceeded the state average
All students tested

8th Grade Math

2 out of 8 students exceeded state standard, and the state average
1 of these students increased from a level 2 in 2016 to a level 3
4 students exceeded the district average
3 students at level 2
3 students at level 1
1 student did not test

8th Grade ELA

6 out of 8 students who tested met or exceeded state standard and state average
1 student did not test

Grades 3-8 Math Summary

35 out of 36 students tested
34.3% met or exceeded standard
40% exceeded the state average

Grades 3-8 ELA Summary

34 out of 36 students tested
73.5% met or exceeded standard
70.6% exceeded the state average
Of the 9 students who did not meet standard, 2 are being evaluated for special services, 1 joined us mid-year after being homeschooled for four years, and 3 went on-campus this year due to difficulties meeting the home study requirements of our program.

10th grade:

ELA: 9 of 9 students took and passed at 11th grade level
Math: 2 of 3 students took and passed at the 11th grade level

11th grade:

ELA: 7 of 13 had passed previously (10th grade)
9 of 13 were exempt (including those who had passed previously)
1 of 13 tested but did not pass

3 of 13 were not tested
Math: 10 of the 13 took the SBA in Math, and 3 of the 10 passed at the 11th grade level
3 of the 13 took an EOC Math assessment.

Goals for Improvement

It is important to note that because our numbers in any one grade level are small, the percentages are not statistically significant, and reflect only the composition of a particular group. As such, we are unable to make meaningful comparisons between the same grades from one year to the next. Our goals therefore, are to

- Identify students' performance levels using MAP scores and our own classroom data.
- Improve all students' achievement, but in particular, for those in Level 1 and Level 2 that means making sufficient improvement to meet state standards, or get closer to that mark.
- Provide support to Level 1 and Level 2 students to make the necessary improvements.

Plan for Improvement

- Implement the new district curriculum at the Elementary level and work with parents to deliver it at home as well.
- Double the instruction time for math! We have added a third day of instruction for grades 6-8 this year, and this has doubled the math instruction time for these students.
- Encourage students to utilize the after-school tutoring that has been introduced at CMS.
- Use the ALE intervention plans to identify and assist students who need additional help in math.

Based on the Fall 2017 MAP scores, we can make the following projections for the number of students meeting state standards in math in Spring 2018.

2 of 3 3rd graders will pass Math SBA
0 of 3 4th graders will pass Math SBA
1 of 5 5th graders will pass Math SBA
0 of 1 6th graders will pass Math SBA
1 of 8 7th graders will pass Math SBA
4 of 8 8th graders will pass Math SBA
6 of 13 10th graders will pass Math SBA at the 11th grade level
1 of 7 11th graders will pass Math SBA (1 passed previously)

Outcomes

Based on the above plan, Pi math teachers target the following math results in Spring 2018:

- 3 of 3 3rd graders will pass Math SBA
- 1 of 3 4th graders will pass Math SBA
- 3 of 5 5th graders will pass Math SBA
- 0 of 1 6th graders will pass Math SBA
- 4 of 8 7th graders will pass Math SBA
- 5 of 8 8th graders will pass Math SBA
- 7 of 13 10th graders will pass Math SBA at the 11th grade level
- 4 of 7 11th graders will pass Math SBA (1 passed previously)

Timeline

End of the 2017-18 school year

COMMUNITY ENGAGEMENT

Family involvement is an essential element of the Pi Program. Because it is not a “seat time” program, there is a necessary expectation that the home component will provide learning time and support, particularly at the K-8 level. Monthly conferences ensure frequent conversation and collaboration between families, students and teachers, so that within the Pi community there is high degree of engagement. This is particularly true for students and families who stay in the program and develop relationships over time, and who participate in, and actively support Pi field-trips and events.

Pi students have benefited, for a long time, from the local connections and partnerships we have made with the wider community. These include, among many, local musicians and music teachers in the Pi String Orchestra, craftsmen and mentors at the Community Boat Project in partnership with the Northwest School of Wooden Boat Building, and leaders of local environmental restoration projects, such as the Northwest Watershed Institute.

Goals for Improvement

Given the decreasing student enrollment in the area, our goal is to increase our online visibility and raise the awareness of who we are and what the program offers.

Plan for Improvement

We will update the Pi website to include photographs, and more information on current classes, field-trips, upcoming events; we will provide teacher bios, teacher pages, and links to ALE and other useful websites.

Outcomes

This will improve communication with Pi parents, and provide better information to prospective Pi parents.

Timeline

End of the 2017-18 school year