Wind River Middle School

Stevenson–Carson Secondary Schools

Stevenson High School

2017/2018

Wind River Middle School and Stevenson High School are housed on the same secondary campus. They serve just over 400 youth from Skamania County. Stevenson High School has been in operation since the early 1900s and was first accredited in 1929, which it still holds through AdvancEd, an organization which accredits schools world-wide.

Enrollment

7th	8th	9th	10th	11th	12th
61	54	85	64	77	78
Total WRMS: 115		Total SHS: 304			

Our enrollment for high school is slightly lower than last year, but not far off. Middle school enrollment is lower than previous years, but this was expected as these classes have been smaller coming up from elementary school. Class sizes in the middle school are averaging about 23-24 students. Class sizes in the high school are on average higher at about 27-28.

Our Vision is:
- *Students will thrive in an environment where staff, parents, and community partner to nurture a passion for lifelong learning. Through these relationships, students will grow academically and experience success in school and beyond.*

We strive to meet this vision by:
- Employing teachers and staff who meet Highly Qualified standards and participate in regular staff development and training to support all students in learning.
- Creating a positive school culture through student leadership opportunities, ADVO, athletics, clubs, activities, and events, social skill development, and special programs.
- Providing students with a variety of challenging and supported ways to prepare for College and Career including Running Start, Advanced Placement, Career and Technical Education, blended online learning courses, and community enrichment
- Using Research Based Programs such as AVID, Positive Behavior Intervention and Supports (PBIS), ENVoY classroom strategies, and Advocacy.
- Providing students with specialized supports when needed such as special education services, English Language Learner services, credit recovery and summer school, middle school English and Math support classes, Wednesday after school tutoring, school guidance counseling, Drug and Alcohol Prevention Specialist, Community Resource Officer/Liaison in partnership with One Prevention Alliance, and Community Public Health counseling on campus.

Our comprehensive program supports students in meeting their post-secondary goals through:
- College Preparation:
  - Middle school students can take advanced math classes. In high school they have Advanced Placement Options and Running Start.

- o AVID strategies are used building-wide. Both high school and middle school now offer an AVID Elective Class where students get support to meet their goals of going to college.
- Career Readiness:
  - o Middle School STEM classes, including Robotics and a variety of Tech Ed options feed into high school Career and Technical Education pathways. High school CTE courses include Automotive, Metals, Carpentry, Business, and Journalism.
- Support Classes:
  - o English Language Arts and Math Support classes are available to middle school students. Wednesday after school tutoring is available to any student. The high school provides online credit recovery options and Summer School.
- Advisory Program:
  - o Four days a week – the goals are to provide students with academic support, social emotional learning, and post-secondary exploration.

New Staff (replacing vacancies):
- Katie Mantel: Business and Marketing Instructor
- Tracy Holzhauer: Part-time Guidance Counselor
- Olivia Jones: Special Education Para Support

Lost Positions:
- Secretarial Staff (4 staff last year, 3 staff this year)
- 1.0 English
- 1.0 Math
- 0.5 Middle School Electives
- 0.4 Performing Arts
- 0.2 Senior Testing Support

Wind River Middle School & Stevenson High School Indistar Goals for 2017/2018

Student and School Success Principle 1: Strong leadership

P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes
- If the principals focus on the cycle of inquiry as part of the observation/evaluation process, we will impact instruction which will result in increased pass rate in core classes, as well as gains in district graduation rates. Evidence will be: assessment data, term grades, grad rates, SBA scores, MAP and/or Interim Assessments.

Student and School Success Principle 2: Staff evaluation and professional development

P2-IF12: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.
- If the staff participates in high level PLC work then the data will guide teaching practices. Teams will collaborate to develop individualized professional development to meet student learning needs.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.
- If we monitor progress of identified LAP students and use data to determine if interventions are working, then we will see increases in student achievement. Evidence will be grades, assessment scores, and progress monitoring.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

> **P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.**
> - If we support the development and implementation of the PLC process with all staff, it will impact academic culture, student learning, collegiality and ownership which will result in increased student achievement, a positive culture, and shared vision. Evidence will be: essential learning standards in all teams, and assessments to measure the standards.

Student and School Success Principle 4: Rigorous, aligned instruction

> **P4-IIA0: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.**
> - If the leadership team meets on a regular basis to review the PLC process, AVID, and PBIS data in order to refine the program, we will impact instruction. The result will be increased student achievement and improved school culture.

Student and School Success Principle 5: Use of data for school improvement and instruction

> **P5-IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.**
> - If PLCs use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies, then teams will develop growth goals around those areas which will impact student achievement and instructional practices.

Student and School Success Principle 5: Use of data for school improvement and instruction

> **P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.**
> - If the co-principals support the staff in developing, monitoring, and evaluating student growth goals, we will impact classroom instruction and student learning, which will result in increased pass rate in core classes as well as gains in district graduation rates. Evidence will be: writing, evaluating, and meeting student growth goals, assessment data, term grades, graduation rates

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

> **P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).**
> - If the PBIS team continues their work on improving a safe and supportive environment (social and emotional well-being) then we will implement a Tier 2/3 intervention system which will result in reduced behavior referrals and suspensions.

Student and School Success Principle 7: Family and community engagement

> **P7-IVA01: Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.**
> - If we continue to encourage parent and community partnership through our parent advisory committee, we will positively impact family-school relations , which will result in higher levels of family engagement and positive perception data.