

For our children, our community, our world, our future
Cheney Public Schools Learning Improvement Targets
5 Year Plan



Academic Goals

Cheney Public Schools' goal by the end of the 2021-2022 school year is to achieve at least 75% of students showing proficiency at grade level as measured by state assessments in English language arts (ELA) and mathematics in increments of approximately 5% each year. Additionally, all students will show growth toward meeting/exceeding standard as measured by Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA2), and other common classroom-based assessments in all content areas. Cheney Public Schools' goal by the end of the 2021-2022 school year is to have at least 85% of students show proficiency at grade level as measured by state assessments in science. Additionally, all students will show growth toward meeting/exceeding standard as measured by classroom-based science assessments.

Through district-wide Professional Learning Communities (PLC) work with representation from essential stakeholders:

- Curriculum teams will identify priority standards, revise curriculum maps, and match resources to curriculum maps beginning with ELA, mathematics, and science; all other content areas will be added beginning in the 2018-2019 school year.
- Assessment teams will create assessment plans for all content areas PK-12, analyze data, and support schools with implementation.
- Teams will explore and define an effective Multi-Tiered System of Supports (MTSS) with consistent implementation across the district.
- Teams will define and develop more opportunities for differentiation, extensions, and choices for students PK-12.

College and Career Readiness, Social Emotional Support and Family and Community Engagement Goals

To ensure college and career readiness, Cheney Public Schools values partnering with our families and communities to support all students' social and emotional needs. We will use the performance indicators as reported from OSPI to measure student growth and achievement.

By the end of the 2021-2022 school year we will:

- increase the graduation rate from 82.3 to 95%.
- increase post-secondary enrollment from 57% to 67% (2 and 4 year, military, and technical school).
- decrease post-secondary remediation in English from 11% to 5% and in math from 22% to 10%.
- increase Kindergarten readiness as measured by Washington Kindergarten Inventory of Developing Skills (WaKIDS) from 53.9% in all areas to 65%.
- increase the number of students enrolled in dual credit courses (such as Advanced Placement (AP), College in the High School, and Running Start) from 47% to 70%.
- increase the number of PSAT, SAT and ACT takers by 25%.
- increase the Free Application for Federal Student Aid (FAFSA) completion rate from 57.2% to 85%.
- decrease 9th grade course failure from 18.65% to 5%.
- decrease chronic absenteeism (defined as 10% of school days missed) from 22.2% to 10%
- decrease the suspension rate from 5.2% to 3%.
- increase our ability to monitor and measure post high school engagement.
- increase focus on transitional years (2nd-3rd, 5th-6th, 8th- 9th grades) with an emphasis on academic preparedness.

PLC Questions...

*What specifically do we expect all students to learn? (standards)
How will we respond when students experience difficulty learning? (intervention)*

*How will we know when each student has learned? (assessment)?
How will we respond when students demonstrate they have learned?(extension)*

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College and Career Readiness

Through district-wide PLC work with representation from essential stakeholders:

- A district-wide team will plan and implement strategies to increase college and career readiness; the team will share and implement these strategies broadly PK-12.
- A district-wide team will facilitate annual review of state performance indicators.
- A district-wide team will explore and define an effective Multi-Tiered System of Supports (MTSS) with consistent implementation across the district.
- A district-wide team will define and develop more opportunities for differentiation, extensions, and choices for students PK-12.

Social Emotional Support

Through district-wide PLC work with representation from essential stakeholders:

- A district-wide team will identify priority standards within social/emotional learning; prior Positive Behavior Intervention and Supports (PBIS), Collaborative Learning for Educational Achievement and Resilience (CLEAR), and restorative practices work will be considered in this process.
- A district-wide team will examine discipline data, attendance data, Devereaux Student Strengths Assessment (DESSA) data, healthy youth survey, and student climate survey on a yearly basis.
- A district-wide team will explore and define an effective Multi-Tiered System of Supports (MTSS) with consistent implementation across the district.
- A district-wide team will define and develop more opportunities for differentiation, extensions and choices for students PK-12.

Family and Community Engagement

Through district-wide PLC work with representation from essential stakeholders:

- A district-wide team will examine state and federal guidelines related to family and community engagement.
- A district-wide team will identify indicators of engagement, collect and track data, and examine data on a yearly basis.
- A district-wide team will explore and define an effective Multi-Tiered System of Support (MTSS) with consistent implementation across the district.
- A district-wide team will define and develop more opportunities for differentiation, extensions, and choices for students PK-12.

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