South Whidbey School District

State of the District and School Improvement Plans

2021-2022

Our Vision:

Every South Whidbey School District Student is a lifelong learner who is multi-culturally engaged, literate, and an active community member able to meet the challenges of our global society.

Our Mission:

In collaboration with our community, every student will be supported to be a resilient, innovative, compassionate, and productive graduate prepared for a diverse and dynamic world.

Our Values:

Accountability, Collaboration, Communication, Compassion, Equity, Empathy, Integrity, Resilience, Respect and Responsibility

District Goals

Dr. Moccia will lead the district's engagement in and facilitation of restorative conversations with students, staff, families, and community members leading to identification of new and continuing action areas.

Dr. Moccia will lead the district in prioritizing training and implementation of best practices that create learning environments supportive of every student's success in the future they choose.

Dr. Moccia will participate in and lead the district leadership team in transformational leadership development to dismantle systemic barriers for students.

State of the District

Introduction-Vision, Mission, Goals, Overview

Financially sound, Enrollment stable and as budgeted

Settled contracts with all groups: Teachers, classified, coaches, administrators, etc.

School in person-very few covid cases, no class or building quarantine

School Improvement Plans K-12

District-wide programs

Student Assessment schedule reactivated

Technology, Food Service, Communications, support for students experiencing homelessness

Facilities update and reactivation of established Bond committee

Budget Status Report - GF

Financially Sound!

	ANNUAL BUDGET	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	%
1000 LOCAL TAXES	$ 3,337,659	$ 3,388,574.51		$ (50,915.51)	101.5%
2000 LOCAL SUPPORT NONTAX	$ 520,003	$ 248,053.22		$ 271,949.78	47.7%
3000 STATE, GENERAL PURPOSE	$ 12,726,062	$ 12,558,631.76		$ 167,430.24	98.7%
4000 STATE, SPECIAL PURPOSE	$ 3,239,499	$ 2,870,892.66		$ 368,606.34	88.6%
6000 FEDERAL, SPECIAL PURPOSE	$ 955,866	$ 1,000,027.54		$ (44,161.54)	104.6%
8000 OTHER AGENCIES	$ -	$ 12,384.22		$ (12,384.22)	0.0%
Total REVENUES/OTHER FIN. SOURCES	$ 20,779,089	$ 20,078,563.91		$ 700,525.09	96.6%
10 FEDERAL SPECIAL	11,507,485	10,238,246	57,429	1,211,810	89.5%
00 REGULAR INSTRUCTION	-	76,848	-	-	
20 SPECIAL ED INSTRUCTION	3,091,657	2,735,444	19,845	336,368	89.1%
30 VOC ED INSTRUCITON	662,020	655,227	5,507	1,286	99.8%
50 COMPENSATORY ED INSTRUCTION	657,379	651,743	270	5,366	99.2%
60 COMPENSATORY ED INSTRUCTION	161,254	148,918	5,846	6,490	96.0%
70 OTHER INSTRUCTIONAL PROGRAMS	162,451	30,980	922	130,549	19.6%
80 COMMUNITY SERVICES	261,420	217,406	4,286	39,728	84.8%
90 SUPPORT SERVICES	4,786,759	4,006,107	382,446	398,206	91.7%
Total EXPENDITURES	21,290,425	18,760,919.84	476,550.57	2,129,803.01	90.4%
TOTAL BEGINNING FUND BALANCE		$ 3,682,009.35			
TOTAL ENDING FUND BALANCE		$ 4,999,653.42			

Enrollment on Target!

Grade	BASIC EDUCATION				ALE				October 2021 TOTALS		
	Budget	ACTUAL	+/-		Budget	ACTUAL	+/-		Budget	ACTUAL	+/-
K	43.00	56.22	13.22		5.00	-	(5.00)		48.00	56.22	8.22
1	61.00	52.56	(8.44)		8.00	5.00	(3.00)		69.00	57.56	(11.44)
2	81.00	74.00	(7.00)		12.00	13.00	1.00		93.00	87.00	(6.00)
3	90.00	87.00	(3.00)		10.00	11.00	1.00		100.00	98.00	(2.00)
4	81.00	73.00	(8.00)		15.00	12.00	(3.00)		96.00	85.00	(11.00)
5	88.00	73.00	(15.00)		3.00	6.94	3.94		91.00	79.94	(11.06)
6	92.27	92.37	0.10		-	6.40	6.40		92.27	98.77	6.50
7	79.87	90.78	10.91		1.00	3.22	2.22		80.87	94.00	13.13
8	77.51	84.86	7.35		1.00	7.37	6.37		78.51	92.23	13.72
9	106.44	111.89	5.45		1.00	-	(1.00)		107.44	111.89	4.45
10	105.29	102.22	(3.07)		1.00	-	(1.00)		106.29	102.22	(4.07)
11	97.05	99.70	2.65		1.00	-	(1.00)		98.05	99.70	1.65
12	85.72	96.98	11.26		1.00	-	(1.00)		86.72	96.98	10.26
	1,088.15	1,094.58	6.43		59.00	64.93	5.93		1,147.15	1,159.51	12.36

	21-22	20-21	19-20
SWSD K-12 FTE	1,152	1,167	1,253
Island Christian Academy	142	109	133
Wellington School	60	N/A	N/A
Whidbey Island Waldorf School	131	-	119
Homeschool	118	207	126
Choice Transfer - OUT	77	95	98
Choice Transfer - IN	27	19	26

Contracts all Settled!

SWEA through 2025

PSE through 2023

SEIU through 2023

Coaches through 2025

Administrators through 2022

Keeping COVID Out!

SWSD COVID Dashboard

Cumulative Cases 2021-2022

(Student) Confirmed Cases of COVID-19	(Staff) Confirmed Cases of COVID-19	# of Cohorts / Classrooms Asked to Quarantine	Reported Outbreaks
SOUTH WHIDBEY ELEMENTARY SCHOOL			
2	1	0	0
SOUTH WHIDBEY SOUTH CAMPUS			
1	0	0	0
SOUTH WHIDBEY MIDDLE SCHOOL (7-8)			
0	0	0	0
SOUTH WHIDBEY HIGH SCHOOL (9-12)			
2	1	0	0
TOTALS			
5	2	0	0

Island County Protocols & District Testing

- Symptom quarantine
- Negative test to return
- Case isolation
- Contact tracing
- County and State reporting

Island County Public Health School COVID-19 Response Toolkit

2021-2022 Academic Year
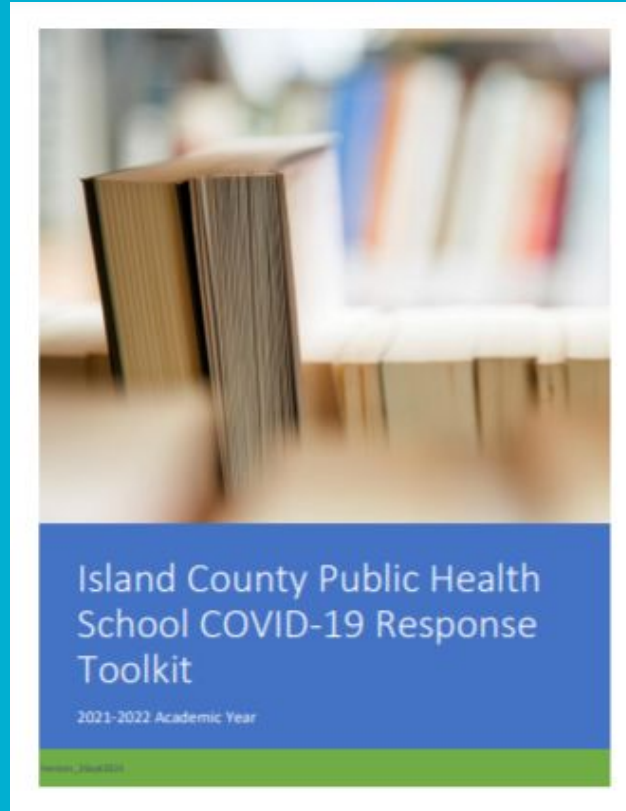
- PCR
- Rapid Antigen
- Diagnostic
- Sports screening
- Overall Totals = 325 (Sept) 166 (Oct)
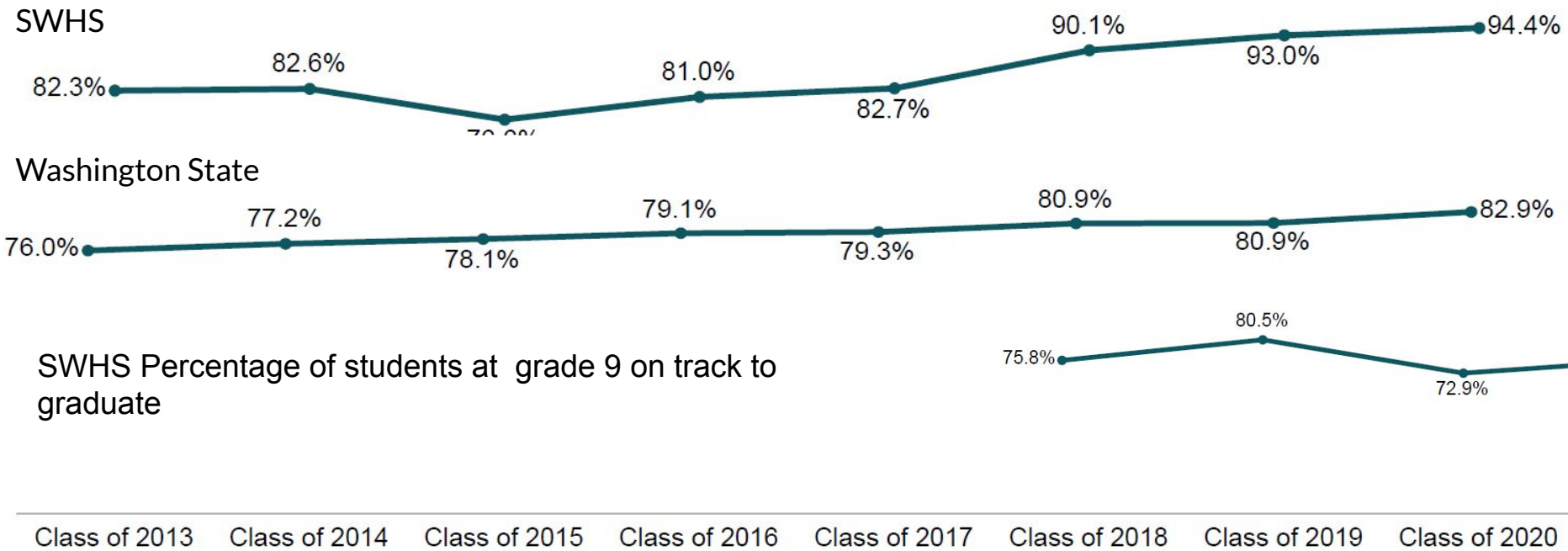
Thank you for the incredible teamwork!
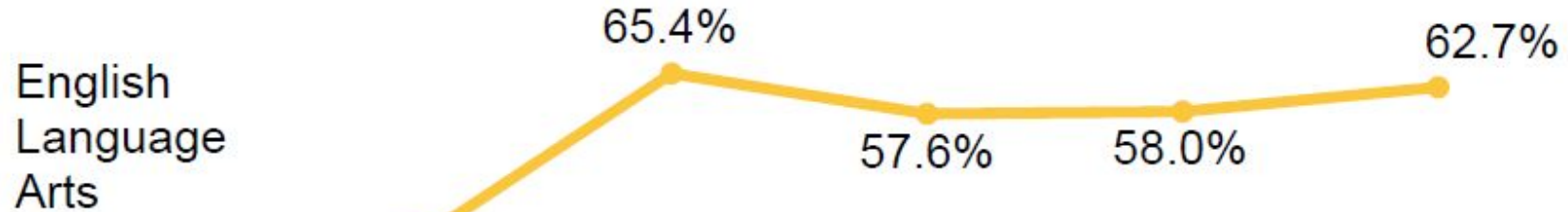
QUESTIONS ?

School Improvement Plans

Last state report card is from 2018-2019 school year
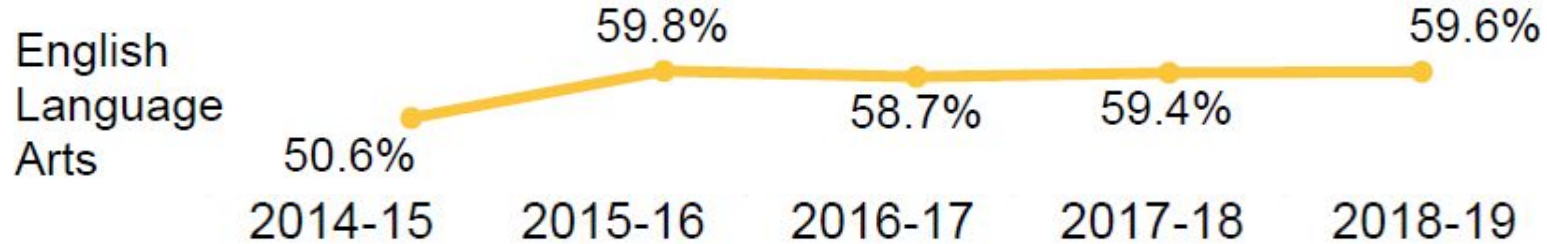
Graduation data is through 2020

South Whidbey School District

SWHS

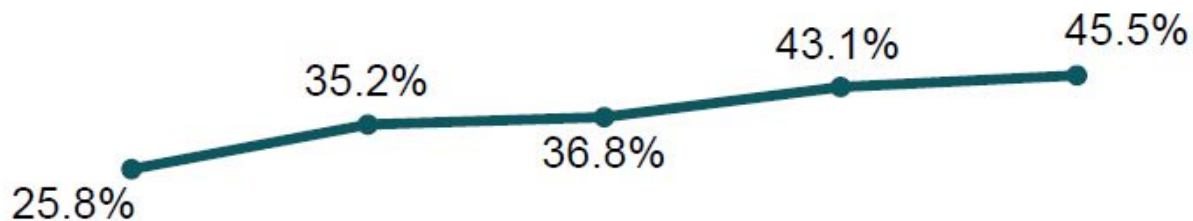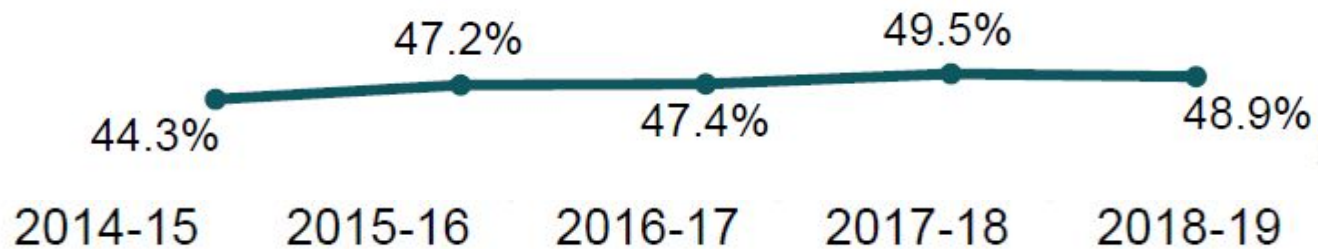82.3%   82.6%   79.9%   81.0%   82.7%   90.1%   93.0%   94.4%

Washington State

76.0%   77.2%   78.1%   79.1%   79.3%   80.9%   80.9%   82.9%

SWHS Percentage of students at grade 9 on track to graduate

75.8%   80.5%   72.9%

Class of 2013   Class of 2014   Class of 2015   Class of 2016   Class of 2017   Class of 2018   Class of 2019   Class of 2020

English Language Arts

English Language Arts

65.4%

62.7%

57.6% 58.0%

32.9%

State

English Language Arts

59.8%

59.6%

58.7% 59.4%

50.6%

2014-15   2015-16   2016-17   2017-18   2018-19

Math

Math

25.8% · 35.2% · 36.8% · 43.1% · 45.5%

State

Math

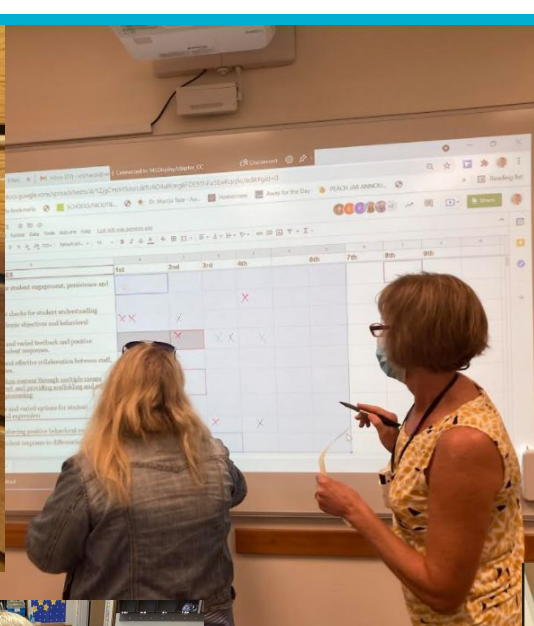44.3% · 47.2% · 47.4% · 49.5% · 48.9%

2014-15 · 2015-16 · 2016-17 · 2017-18 · 2018-19

South Whidbey
Elementary School

ORCA CODE

SAFE
RESPECTFUL
RESPONSIBLE
KIND

SWSD 2021-2022 Goal Setting Process

Outcome: For our Students to achieve academic, social and emotional progress that enables them to grow as independent learners and thinkers.

Short Term Outcomes: To identify and prioritize our building and teacher goals - through the lens of key district priorities.

While each building in our school has gone through this prioritization and goal setting process - I will now share what that looked like for our K-4 program.

SWES Building Leadership Team (BLT) and Staff Process
Identifying goals and strategies to achieve our outcome and using our existing district priorities as our pathway:

- Reviewed district mission, vision and goals
- Identified ways our work is already aligned with district goals
- Review of year long Inclusionary Practices Training and affirming Universal Design for Learning (UDL) as our primary implementation strategy to achieve our outcome. *UDL is an approach to teaching and learning that gives **ALL** students equal opportunity to succeed.*
- Identified specific alignment between Danielson Framework (Teacher Evaluation Process), UDL, CEE Survey Data & our Equity Work - to focus our work.

Intentional Integration of Key Educator Practices from (UDL) to Assure Learning Growth for ALL Students

Our BLT engaged in a prioritization project to identify the FOUR practices that would serve as our building goals

1. Providing Options for student engagement, persistence and self-regulation.

2. Conducting frequent checks for student understanding

3. **Providing clear academic objectives and behavioral expectations**

4. **Providing frequent and varied feedback and positive reinforcement to student responses.**

5. Facilitating active and effective collaboration between staff, students and families.

6. **Presenting curriculum content through multiple means (visual, auditory, etc…) and provide scaffolding and support for <u>metacognitive processing</u>**

7. Providing multiple and varied options for student communication and expression

8. **Modeling and reinforcing positive behavioral expectations**

9. Using data and student response to differentiate instruction and support.

NEXT STEP: Identifying Our Through Lines & Aligning our Efforts
District Goals, UDL & Danielson

SWSD DISTRICT GOALS	DANIELSON ALIGNMENT	UDL ALIGNMENT	SWES K-4 - UDL Key Indicators / Bldg. Goals
Goal 1: Restorative Conversations: Dr. Moccia will lead the district's engagement in and facilitation of restorative conversations with students, staff, families, and community members leading to identification of new and continuing action areas.	**4e: Growing and Developing Professionally** ***Distinguished Level Critical Attributes*** The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the profession	**The teacher actively engages with colleagues and families in professional inquiry** The teacher works with his/her colleagues and families to share strategies, plan joint efforts and plan for the success of individual students. Colleagues provide mutual support and respect and seek ways to improve their practice and contribute to the life of the school. The teacher provides opportunities for families to understand both the instructional program and their child's progress; offers engagement opportunities to families; frequently sends home culturally appropriate information; and establishes two-way communication between the teacher and families	**Facilitating active and effective collaboration between students and families**

SWSD DISTRICT GOALS	DANIELSON ALIGNMENT	UDL ALIGNMENT	SWES K-4 - UDL Key Indicators / Bldg. Goals
Goal 2: Learning Growth for All Students: Dr. Moccia will lead the district in prioritizing training and implementation of best practices that create learning environments supportive of every student's success in the future they choose.	**1c: Setting Instructional Outcomes** *Distinguished Level Critical Attributes:* The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.	**Connect outcomes to previous and future learning and differentiate outcomes by applying these UDL strategies:** Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. Provide options for self-regulation — options that guide personal goal-setting and expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.	**Providing clear academic objectives and behavioral expectations** **Using data and student response to differentiate instruction and support.** **Conducting frequent checks for student understanding** **Providing clear academic objectives and behavioral expectations** **Providing frequent and varied feedback and positive reinforcement to student responses.**

SWSD DISTRICT GOALS	DANIELSON ALIGNMENT	UDL ALIGNMENT	SWES K-4 - UDL Key Indicators / Bldg. Goals
Goal 3: Transformational Communication and Leadership: Dr. Moccia will participate in and lead the district leadership team in transformational leadership development to dismantle systemic barriers for students.	**4F Showing Professional** *Distinguished Level Critical Attributes* • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.	**The teacher actively engages with colleagues in professional inquiry.** The teacher works with his/her colleagues to share strategies, plan joint efforts and plan for the success of individual students. Colleagues provide mutual support and respect and seek ways to improve their practice and contribute to the life of the school. The teacher engages his/her peers in professional discourse using multiple means of engagement which may include shared Moodles, Google docs, lunch bunch pair and shares, posting of lessons and resources in support of grade level objectives, inter visitations followed by debriefs	Facilitating active and effective collaboration between staff, students and families.

How do we "See Our Goals in Action" in the Classroom?

PROCESS: All staff participated in activity at our last staff meeting to align <u>our four building goals</u> with <u>"what it looks like"</u> (instructional strategies) in the classroom. These goals and aligned strategies will serve as the foundation of our peer and principal observations and walk throughs.

GOAL #1: All teachers / instructional staff will provide clear academic objectives and behavioral expectations prior to instruction to support student learning.

Instructional Strategies Used to Achieve this Goal ("Look Fors")

- Visual representations of behavioral expectations displayed in the classroom and linked to our school wide Orca Code.
- All classrooms will consistently integrate student voice in classroom norms and expectations.
- Teachers will develop learning objectives to help guide their lesson, units and chapter expectations for student learning.
- "Student Friendly" learning targets posted in the classroom for lessons and reviewed with students at the beginning of a lesson.
- Opportunities to activate prior knowledge provided to students at beginning of new lessons
- Integration of student self-monitoring tools integrated into classroom routines.
- Restorative opportunities to consistently reteach behavioral expectations.
- Clear instruction provided to students in multiple ways – orally, visually.
- Use guided practice to help students learn how to get started

GOAL #2: All teachers / instructional staff will provide frequent and varied feedback and positive reinforcement to student responses to support student learning.

Instructional Strategies Used to Achieve this Goal:

- Specific feedback is provided (i.e., not simply "great job")
- Ongoing formative feedback
- Individual student goals are established and feedback is focused on those goals
- Immediate feedback is prioritized
- Verbally recognizing positive behavior and responses
- Students are provided opportunities to understand how they are progressing

GOAL #3: All teachers / instructional staff will present curriculum content through multiple means (visual, auditory, etc.) and provide scaffolding and support for metacognitive processing and to support student learning.

- Multiple means of representation (i.e., presenting/covering information in more than one format – video, audio, written, visual) is consistently used as a component of instruction.
- High level text is read aloud so all students can participate in thinking about and responding to higher levels of material.
- Environmental supports are used consistently to support learning – headphones, partitions, seat location, lighting,
- Varied engagement strategies are used as a component of instruction – verbal expression, integration of music/dance, drawing to represent learning, etc.
- Highlighting, circling, dictation, recorded text, use of technology to support students with writing struggles
- Visual schedules and other visual supports are displayed in the classroom
- Students are provided opportunities to reflect on and discuss how they learn best.

GOAL #4: All teachers / instructional staff will model and reinforce positive behavioral expectations to support student learning.

- Instructional staff consistently reinforce positive behavioral expectations through verbal direction and feedback
- Classroom agreements are posted in the classroom
- Classroom morning circles are engaged in daily
- Teachers focus on "reframing not blaming" regarding behavioral concerns
- Classroom reflects school wide behavioral expectations (Orca Code in all rooms)
- Student Support Team will implement Check In / Check Out to support positive student behavioral expectations
- Literature and materials in the classroom that teach social skills
- SEL Curriculum Caring School Communities lessons are implemented daily and evident in the classroom

NEXT STEPS

Susie working with teachers on development of student growth goals that have explicit instructional strategies and "looks fors" included.

Student growth goals will focus on one year's growth in key content areas and teachers will consistently integrate the identified UDL strategies to achieve our overarching outcome.

Development and implementation of Walk through/Observation Tools (for peer observation and evaluation observation) that focus on "look fors" of UDL strategies being used in the classroom.

OUTCOME: For our Students to achieve academic, social and emotional progress that enables them to grow as independent learners and thinkers.

SWES K-4 CELEBRATIONS!

- **AMAZING, DEDICATED, CARING TEACHERS and STAFF!**

- **AWESOME STUDENTS and FAMILIES!**

- **Schoolwide SEL "Caring School Communities" K-8 - morning meetings everyday!**

- **Collaborative Classroom ELA Implementation K-2 (3rd grade piloting)**

- **Orca Reading Intervention Program - Outstanding Staff, push into classroom reading support, Family Reading Nights, Kindergarten Reading Night coming soon**

- **Full-Time School Social Worker - Family Outreach and Connection**

- **Music and Art Specialist (in addition to STEM, PE and Farm!) for all K-4**

- **Student Leadership Opportunities - Kinder Helpers, Mediators, Orca Leaders**

- **Schoolwide Environmental Education - Partnernship with Pacific Education Institute**

- **Partnership with Whidbey Island Nourishes - Daily Vegie & Fruit Snacks**

Alternative Learning Experience (ALE)

Launched our 1st - 8th Grade ALE program in Fall 2021

Approximately 70 students have enrolled in the program - with over 25 students who were not previously enrolled in the district.

"Core Classes" offered by our certificated mentor teachers Andrew Fersch and Michele Sakaguchi

Wide Range of Community Partners Supporting Student Learning - South Whidbey Community Center, Rubatano Marimba, South Whidbey State Park Rangers, Backyard Movement Program, Organic Farm School, Coupeville Maritime Heritage Foundation, Island County Historical Society, The Backyard, The Learning Lab, Whidbey Watershed Stewards Marine Science, Literacy with Deb Lund, Math tutoring with Clyde Monma, Calyx Environmental Program, Music with Bekah Zachritz and MORE

South Campus 5-6 & SWA K-6

Amazing Students - South Campus Students

SWES 5-6 & K-6 SWA 2021-2022 Goal Setting

Outcome: For our Students to achieve academic, social and emotional progress that enables them to grow as independent learners and thinkers.

Short Term Outcomes: To identify and prioritize our building and teacher goals - through the lens of key district priorities.

Next Steps:

1. **Review our district's mission, vision and goals, as well as the work we have engaged in over the past two year that is in alignment.**
2. **From this review, we will look where the "through line" exists and how we align.**
3. **Prioritize to achieve our outcomes.**

Intentional Integration of Nine Key Educator Practices
from (UDL) that will assure learning growth for all students:

1. Providing Options for student engagement, persistence and self-regulation.

2. Conducting frequent checks for student understanding

3. Providing clear academic objectives and behavioral expectations

4. Providing frequent and varied feedback and positive reinforcement to student responses.

5. Facilitating active and effective collaboration between staff, students and families.

6. Presenting curriculum content through multiple means (visual, auditory, etc...) and providing scaffolding and support for metacognitive processing*

7. Providing multiple and varied options for student communication and expression

8. Modeling and reinforcing positive behavioral expectations

9. Using data and student response to differentiate instruction and support.

Growth Goals - Principal & Peer Observations and Key "Look Fors"

PROCESS: Our BLT Team participated in an activity to align <u>our four building goals</u> with <u>"what it looks like"</u> in the classroom. These goals and aligned strategies will serve as the foundation of our peer and principal observations and walkthroughs.

GOAL #1: All teachers / instructional staff will provide clear academic objectives and behavioral expectations prior to instruction to support student learning.

Instructional Strategies Used to Achieve this Goal ("Look Fors")

- Visual representations of behavioral expectations displayed in the classroom and linked to our school wide R.O.A.R. Code.
- All classrooms will consistently integrate student voice in classroom norms and expectations through advisory.
- Teachers will develop learning objectives to help guide their lesson, units and chapter expectations for student learning.
- "Student Friendly" learning targets posted in the classroom for lessons and reviewed with students at the beginning of a lesson.
- Opportunities to activate prior knowledge provided to students at beginning of new lessons
- Integration of student self-monitoring tools integrated into classroom routines.
- Restorative opportunities to consistently reteach behavioral expectations.
- Clear instruction provided to students in multiple ways – orally, visually.
- Use guided practice to help students learn how to get started

GOAL #2: All teachers / instructional staff will provide frequent and varied feedback and positive reinforcement to student responses to support student learning.

Instructional Strategies Used to Achieve this Goal:

- Specific feedback is provided (i.e., not simply "great job")
- Ongoing formative feedback
- Individual student goals are established and feedback is focused on those goals
- Immediate feedback is prioritized
- Students are provided opportunities to understand how they are progressing

GOAL #3: All teachers / instructional staff will present curriculum content through multiple means (visual, auditory, etc.) and provide scaffolding and support for metacognitive processing and to support student learning.

Instructional Strategies Used to Achieve this Goal:

- Multiple means of representation (i.e., presenting/covering information in more than one format – video, audio, written, visual) is consistently used as a component of instruction.
- High level text is read aloud so all students can participate in thinking about and responding to higher levels of material.
- Electronic tools on Chromebook are used to differentiate reading level and instruction.
- Environmental supports are used consistently to support learning – headphones, partitions, seat location, lighting,
- Varied engagement strategies are used as a component of instruction – verbal expression, integration of music/dance, drawing to represent learning, etc.
- Highlighting, circling, dictation, recorded text, use of technology to support students with writing struggles
- Visual schedules and other visual supports are displayed in the classroom

GOAL #4: All teachers / instructional staff will model and reinforce positive behavioral expectations to support student learning.

- Instructional staff consistently reinforce positive behavioral expectations through verbal direction and feedback
- Classroom agreements are posted in the classroom
- Advisory norms are reinforced and explicitly taught
- Teachers focus on "reframing not blaming" regarding behavioral concerns
- Classroom reflects school wide behavioral expectations (R.O.A.R. Code)
- P.A.W.S. (Positive Actions from Whidbey Students)
- Implementation of SEL Curriculum Caring School Communities lessons
- Monday-circles, Tuesday/Thursday CCS Lessons, Fri-Student guided
- Student-Led Conferences - November 2021

New Social Emotional Curriculum & Structure

- South Campus reorganized from Homeroom to Advisory
- 10 advisory classrooms all students randomly assigned
- New Caring Schools Community Curriculum
- Weekly themes
- Focused on R.O.A.R. Code (Respect, Observe the Rules, Act Responsibly, Ready to Learn)
- School Store Monthly
- Cougar Pride Assemblies run by advisory class on monthly rotation
- Student Led Conferences in November
- Student portfolios being built in advisory class

SWA K-6

- Enrollment in our South Whidbey Academy K-6 Program showed increased interest.
- Hired new teacher to serve grades 2, 3, 4
- K-1 Classroom & 2,3,4 Classroom integrated into North Campus electives, recess and lunch
- 5-6 Classroom integrated into South Campus 5-6 Program with students attending electives with their peers
- We already have interest from families for 21-22

South Campus 5-6 i-Ready Performance

- Due to the lack of SBAC assessment from 19-20 and 20-21, we have relied more on our i-Ready benchmarking.
- During 20-21, this required home administration and results were mixed.
- We are working with this data to form instructional groupings and to build learning plans to support student learning.

South Campus Reading Focus

- 21-22-Fall Benchmark

Overall Placement

Students Assessed/Total: **201/209**

22%	21%	31%	13%	12%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
45 Students	43 Students	63 Students	26 Students	24 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

South Campus Math Focus

- 21-22-Fall Benchmark

Overall Placement
Students Assessed/Total: **202/209**

7%	14%		45%	18%	16%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
14 Students	28 Students	91 Students	37 Students	32 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)
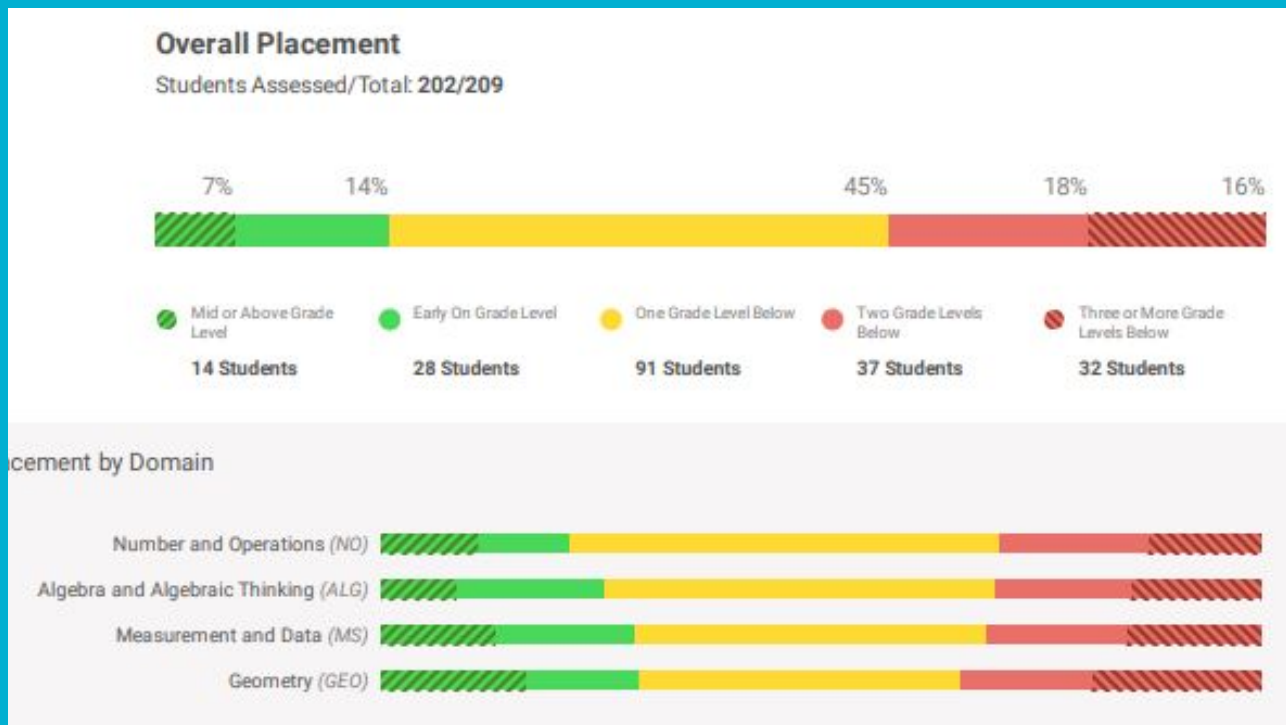
South Whidbey Middle School
SIP GOAL #1- *supports District Goal #1*

1 SWMS teachers/ instructional staff will create and foster a culture of learning, persistence and respect by engaging all students in their learning 100% of the time

Measurement:

-Healthy Youth Survey
-Caring School Communities baseline SEL Survey
-enrichment scoring rubric
-CEE survey student/guardian results
-OSPI Discipline rates
-Disciplinary Referrals
-CEE survey staff results

What work do we engage in at SWMS that supports this goal?

- Restorative circles
- Opportunity for reflection
- Caring School Communities SEL curriculum in Advisory engages students in restorative conversations, language and proactive approaches to a healthy community
- SEL lessons in relevant topics, developmentally appropriate
- Common language for consistency and clarity
- Acknowledgement, encouragement of efforts and positive choices
- Enrichment scoring rubric
- Lunch Time expectations- facilitated school wide for buy-in and development of culturally appropriate engagement and respect
- Student support interventionist, mental health counselor, Student Assistance Professional
- Cougar Pride Awards
- ASB and House of Reps (advisory) where student voice directs the culture
- Digital Citizenship education and modeling for students
- Equity Education (cultural competency)
- Collaboration with community-CADA, Forefront, mental health personnel
- Student Support Staff w/multiple routes and levels of support
- Development of a wellness space

South Whidbey Middle School
SIP GOAL #2- *supports District Goal #2*

2 — SWMS teachers/instructional staff will provide common language, multiple modes of instruction, and a variety of evaluative tools and methods to increase student learning and engagement in 100% of their lessons

Measurement:

-iReady assessments
-Formative and summative assessments
-Grades
-CSC student feedback survey
-Curriculum Based Assessments

What work do we engage in at SWMS that supports this goal?

- Classroom agreements (Created by/with students)
- Scaffolded lessons
- A variety of strategies in teaching to allow for student voice, re-teaching, and decentering the teacher
- Useful engagement of the learning targets displayed for all learners
- Opportunities for self-reflection
- Enrichment courses (project based, peer based, student interest driven content that supports core classes)
- Clear connections to CCSS
- Learning targets shared and discussed as part of each lesson
- Culturally Responsive Teaching methods such as:
  - Assessments in multiple formats, and opportunities
  - Assessment retakes

South Whidbey Middle School
SIP GOAL #3- supports District Goal #2

3 80% of SWMS students will make at least one grade level improvement on the iReady Math and Reading assessment from Oct 2021 to Spring 2022

Measurement:

-iReady scoring in Fall, Winter and Spring of the 21-22 school year
-Quarterly and semester grades
-SBAC results
-Use of formative assessments, interims, and target deficiencies using iReady data systems
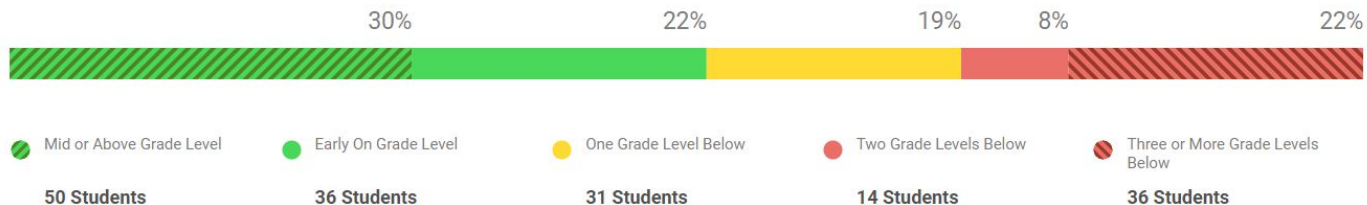
What work do we engage in at SWMS that supports this goal?

- Grade level meetings (student support)
- Wednesday intervention classes
- Small group instruction driven by data
- Targeted intervention of sub-tests (during Enrichment and in core classes)
- Accommodations
- Variety of assessment formats
- Use of formative assessment to inform instruction
- Retakes on assessments
- Reflection on assessment and learning
- Data chats, 1:1 conferencing teacher to student engaging them in their progress
- Collaborative meetings among content areas
- HS peer mentoring in Math
- Wednesday experiential/extension classes to promote application of skills in ELA/Math
- Equity based instruction-creating content and lessons supporting interest

iReady Reading Diagnostic Benchmark- Fall '21

Overall Placement

Students Assessed/Total: **167/180**

30%	22%	19%	8%	22%

- 🟢 Mid or Above Grade Level
- 🟢 Early On Grade Level
- 🟡 One Grade Level Below
- 🔴 Two Grade Levels Below
- 🔴 Three or More Grade Levels Below

50 Students	**36 Students**	**31 Students**	**14 Students**	**36 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placement**

▼ Placement by Domain

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Literature *(LIT)*

Comprehension: Informational Text *(INFO)*

iReady Math Diagnostic Benchmark- Fall '21

Overall Placement

Students Assessed/Total: **168/180**
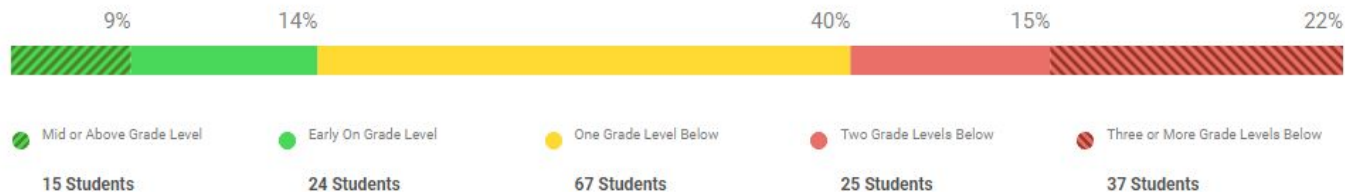
9%	14%	40%	15%	22%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
15 Students	24 Students	67 Students	25 Students	37 Students

(i) The Mapping Between 5-Level and 3-Level Placement

▼ Placement by Domain

Number and Operations (NO)

Algebra and Algebraic Thinking (ALG)

Measurement and Data (MS)

Geometry (GEO)
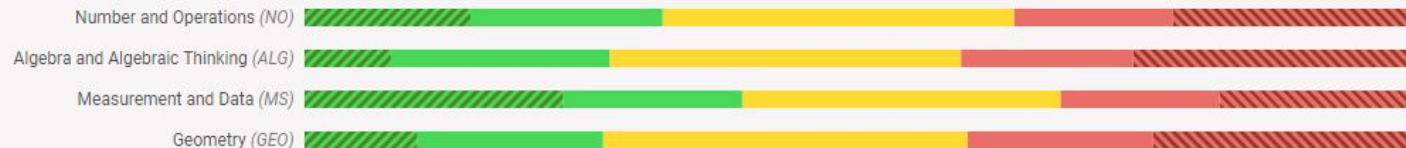
South Whidbey Middle School
SIP GOAL #4- supports District Goal #3

4 100% of teachers/instructional staff will actively engage in the school-wide enrichment grading rubric to grow student awareness, responsibility and collaboration in their development of identified skills.

Measurement:

-Enrichment scoring rubric
-CEE survey student/guardian results
-Caring School Communities survey feedback

What work do we engage in at SWMS that supports this goal?

- Restorative circles
- Restorative justice and collaborations with staff for proactive engagement with all staff
- FRameworks for Culturally Responsive Teaching--Hooks Global
- Opportunity for student reflection
- Caring School Communities SEL curriculum in Advisory
- SEL lessons in relevant topics, developmentally appropriate
- Common language for consistency and clarity
- Acknowledgement, encouragement of positive choices
- Enrichment scoring rubric
- Student photos/celebrations
- Cougar Pride Awards
- ASB and House of Reps (advisory) where student voice directs the culture
- Sharing common language and using "expected vs unexpected behaviors as a learning opportunity for all

South Whidbey Middle School
Next Steps

- Develop, implement and recruit for Walk Throughs with UDL look fors in classrooms.
- SWMS teachers and Principal work collaboratively on the development of student growth goals that have explicit instructional strategies and "looks fors" included.
- Continue to evaluate the results of iReady assessment from Fall '21 to identify, adapt and implement modifications to address student needs and gaps in learning for intervention and progress.
- Continue to develop and implement clear communication to students and families to collectively support the academic, social and emotional development of all students at SWMS.
  - Advisory lessons, ASB/House of Reps, survey feedback review
  - Newsletters and videos to guardians and student with information and opportunities for connections

SWHS/SWA Graduation Rates Post Graduation Plans

Graduation Rate: Class of 2020 94.4% (State Average 82.9%)

Class of 2021 Post High School Plans:

55% 4 YR College/University

19.7% 2 YR School

3.3% Trade School

9.9 % Work

4.4% Gap Year

3.3 % Undecided

2.2 % Not Reporting

2.2 % SPED- returning to SWHS for transition program

(78% Attending 4 year, 2 year or Trade School)

SWHS/SWA
Goal 1– Restorative Conversations

Engagement in and facilitation of restorative conversations with students, staff, families and community members leading to identification of new and continuing action areas.

Measurements:

C.E.E Survey Data- Spring 2022
    -Students, Guardians and Staff
OSPI Discipline Rates
OSPI Exclusion Days Rates
Healthy Youth Survey (9-12)

What work will we do at SWHS/SWA to support this goal?
Supports:

Hooks Global Equity Training/Facilitation:
    -Restorative Conversations with all educational stakeholders
Student Voice:
    -Actively be engaged with student voice.
    -ASB Student Leaders
    -Student Community Groups like U.S.L.
Restorative Justice- Not Punitive
Restorative Circles -School Wide and in the classroom
    -Staff and Student Training
New Dress Code Staff Approach
Student Support Team- Connection with Community Services
    -For students and families
Forefront Suicide Prevention Program
    -Student, Staff and Guardian Training

SWHS/SWA
Goal 2- Learning Growth for all Students

Prioritize training and implementation of best practices that create learning environments supportive of every student's success in the future they choose.

Measurements:

State Assessments(November/May):

    SBAC Math

    SBAC ELA

    WCAS (Science)

SAT/PSAT Scores

Graduation Rates

Post HS Matriculation

Teacher's Student Growth Goals

    Component of Teacher Evaluation

    Danielson Framework for Teaching

What work will we do at SWHS/SWA to support this goal?

Supports:

Reviewing 'how to be a student' after two years of COVID

Pre Assessments- Where are they? Where do they need to be?

Students need to be agents of their own learning and engage in critical thinking

Communication with Guardians/Students

    -Daily check ins with students

    -Google Classroom

    -Skyward

College and/or Career Ready Preparation

    WOIS Career Interests survey

    HS and Beyond Plan- Digital

    CTE Offerings- Sno Isle Skills Center

Guaranteed Admissions Pilot-

    CWU, EWU, Evergreen, WSU and WWU

    GPA 2.5-3.6 depending on school

    CADR's Completion (College prep courses)

SWHS/SWA
Goal 3– Transformational Leadership

Transformational leadership to dismantle systemic barriers for students.

Measurements:

State Assessments by Student Demographics

    -Marginalized groups scores

Advanced Placement Demographics

    -Marginalized groups enrollment

Assessments from our new courses

    -Ethnic Studies

    -Environmental Science

What work will we do at SWHS/SWA to support this goal?

Supports:

Our classrooms need to be safe community spaces

Wellness and S.E.L. are the emphasis

Know the person, not the student- Belonging

    Every Student has an identified staff member they can turn to

S.E.L. Approach- Care and Joy

Curriculum/Resource Review by department:

    How does our approach affect marginalized groups?

Staff self reflection about language and pronoun use.

Realizing the structures of power/oppression

Staff Equity Training (Hooks Global)

A Framework for Culturally Responsive Teaching is Holistic

    The how, what and why of teaching are unified and meaningful

SWHS/SWA STUDENT ACTIVITIES- Mr. Silva

- School spirit has been really high since the beginning of the school year
- Club Fair was a huge success with over 200 students signing up to join clubs
- 5 new clubs have formed or are being formed since the beginning of the year
- Homecoming Week was incredibly well received by our students, surpassing attendance expectations

  - Top-Gun Volleyball
  - Colorfest - lesson on Holi
  - Bake Sale Competition
  - Bonfire
  - Non-gendered Homecoming Court and Royalty
  - Homecoming event
- Each event followed COVID regulations and had both the physical and mental health of our students at the forefront
- Flexibility has been key!

SWHS/SWA ATHLETICS- Mr. Lagerstedt

- Even with the challenges of COVID, SWHS is able to offer a full season of regular Fall sports activities.
- Student-Athlete safety is priority #1, creating memorable participation opportunities for student-athletes is priority #2. Coaches and athletes are adhering to the COVID guidelines.
- Athletics supply powerful SEL supports, as well as important academic interventions.
- Currently, SWHS has 152 athletes participating in five Fall sports, representing 38% of Falcons engaged in athletic activities.
- Falcons are flying high on the field of competition! We currently have State ranked teams in VB (6th), G.Soccer (12th), and girls' XC. Football is vying for a state birth, and Boys' Tennis is competing in the always tough ESC!
- Falcon support and spirit are also at an emotional peak! Students are engaged in attending the events and vocalizing their Falcon pride and spirit in numbers and volume not seen in recent memory!
- It truly is, A GREAT DAY TO BE A FALCON!

SWMS Athletics--Mr Lagerstedt

- Under the same COVID guidelines as the high school, Cougar athletics are back to offering a full slate of Fall sports, including Football, Volleyball, and Cross Country!

- Currently SWMS has 71 athletes participating in three sports, representing 38% of Cougars engaged in school athletic activities.

- Middle Schoolers enjoy the same SEL benefits and academic motivation as the high school.

- The Cougies are rockin it! Cross Country had first place finishes with both boys and girls in our own Westling Invitational and the Hole in the Wall Invite!

- Football won their first game and Volleyball has won 2 matches and continues to improve!

- Cougar Pride is alive and well on the island!

SW Farmstand Open For Business!
Thank you Mr. Raabe, Mr. Wills and the 7-12 Ag. Students!
[SW Farmstand Information](#)

Highly Capable Program

- We currently have around 60 students enrolled in our HCL Program grades 3-12
- Students are instructed in cohorts with a weekly pullout
- Grades 3-4 are instructed at the North Campus by Caryn Ploof
- Grades 5-6 and 7-8 are instructed at the South Campus by Tracy McKnight
- We also have Volunteer Clyde Monma leading our Math Enrichment (formerly Math Olympiad) for students in 6th-8th grade
- Students in our HCL Program are supported in HS with activities, clubs and other support funded by our HCL Program.

South Whidbey Special Education

- Classrooms and support personnel K-12 and through age 21. We also support our ECEAP Preschool Program located at the South Campus.
- Students in special education qualify for services individually and the school teams setup an Individualized Educational Program to support each student.
- We have 8 classroom teachers, 2 speech and language pathologists, an occupational therapist, and 2 school psychologists supporting students across the district.
- We also have 20 special education paraeducators supporting students.
- A note on hiring - if you know of anyone interested in working as a paraeducator in our district please encourage them to apply.
- We currently have 178 students enrolled in special education districtwide.

K-12 Assessment

- Spring 2020 & Spring 2021 SBAC (Smarter Balanced) assessments were cancelled.
- Due to the cancellation, the State of Washington will be conducting SBAC Assessment this Fall (late October) on a modified basis.
- Grades 3-8 & 10 are normally assessed in ELA and Math but this year the former students in those grades will be assessed in ELA and Math in grades 4-9 & 11.
- Grades 5, 8 & 11 are normally assessed in science. This fall the WCAS will be given to students in grades 6, 9 & 12.
- We have given our i-Ready assessments to grades K-8 per our benchmarking process. This year we will get back to having a fall, winter and spring benchmark for i-Ready to track progress and inform instruction in the classrooms.

QUESTIONS ?

SWSD 206

SWSD Technology

🔍 What's been happening? Cool Tech Stuff 🎤

Interoperability:

Blurring the lines between the physical classroom and the virtual classroom that encourages Collaboration, Community Building, and Creativity.

Seamless Classroom?

"Preparing students for their future not our past."

Jeff Utecht

Connecting Beyond the Classroom Walls

- **Virtual field trips**
- **Student/Teacher Empowerment**
- **Student voice**
- **Access to the World**
- **Authentic Audiences**
- **Digital Citizenship**

Window to the World

Technology for Accessibility and Equity

Teacher Interoperability works to enable students to have access to a wider range of tools and provide effective ways for teachers to manage their digital programs to maximize access and student engagement.

Accessibility and Equity

K-12 One to one Chromebooks

Assistive technology

Accessibility features in hardware and subscriptions

Personalized Learning

Technology Empowering Teachers and Students

Professional Development for Staff

- **Hybrid Flexibility**
- **Google Classroom**
- **Seesaw**
- **Clever**
- **iReady**
- **WeVideo**
- **Kami**
- **And much more!**

Try Jamboard

Watch the Clever Tutorial and customize your teacher page.

Create a Welcome Message including a Zoom invite in Skyward, Google Classroom or SeeSaw

Try Flipgrid! Create an SEL check in for your class Geting started resources

Try out Pear Deck. Go to Add-Ons in Google Slides

Follow the link to Padlet

Post a Response

In Google Classroom use the assignment tab to "Create a Quiz"

Explore student feedback tools: Poll everywhere, Socractive, gosoapbox, formative etc...

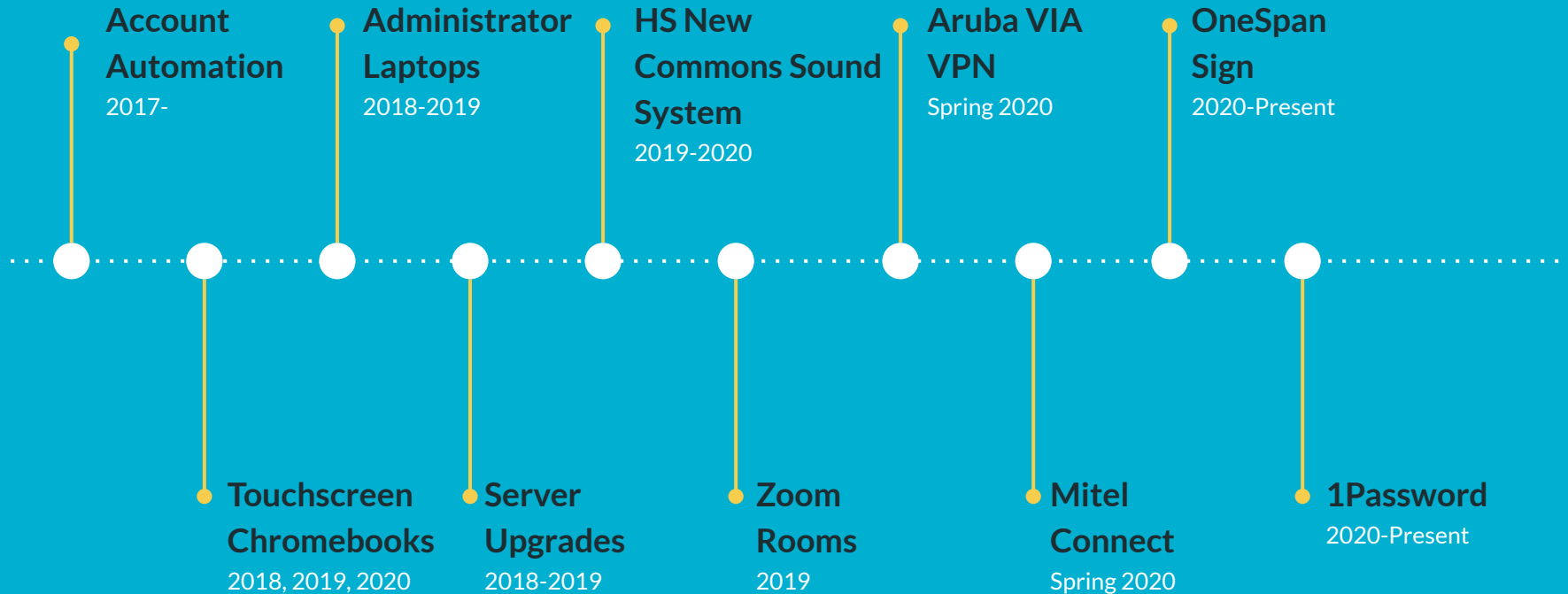Be prepared to instruct students on how to create a virtual background in Zoom.

Try Wakelet

Add the Google Classroom App To your phone. Record a video directly into an assignment

Go to WEVIDEO Create a quick video and post it to your YouTube Channel.

Create a Youtube Channel

Practice Zooming and using your phone as a document camera (in bed)

SLIDESMANIA.COM

Technology 2017–2020

Account Automation
2017-

Touchscreen Chromebooks
2018, 2019, 2020

Administrator Laptops
2018-2019

Server Upgrades
2018-2019

HS New Commons Sound System
2019-2020

Zoom Rooms
2019

Aruba VIA VPN
Spring 2020

Mitel Connect
Spring 2020

OneSpan Sign
2020-Present

1Password
2020-Present

Technology 2020 and beyond

Adobe Creative Cloud
2020-Present

Securly
2020-Present

Firewall Upgrade
2020

Projectors
2021-

Digital Radio Repeater
2021

Document Cameras
2020-2021

Clever
2020-Present

TM Camera Upgrade
2021

Building Fiber Optic Upgrade
2021

ES-N Gym, ES-S Gym, Boardroom Audio Upgrades
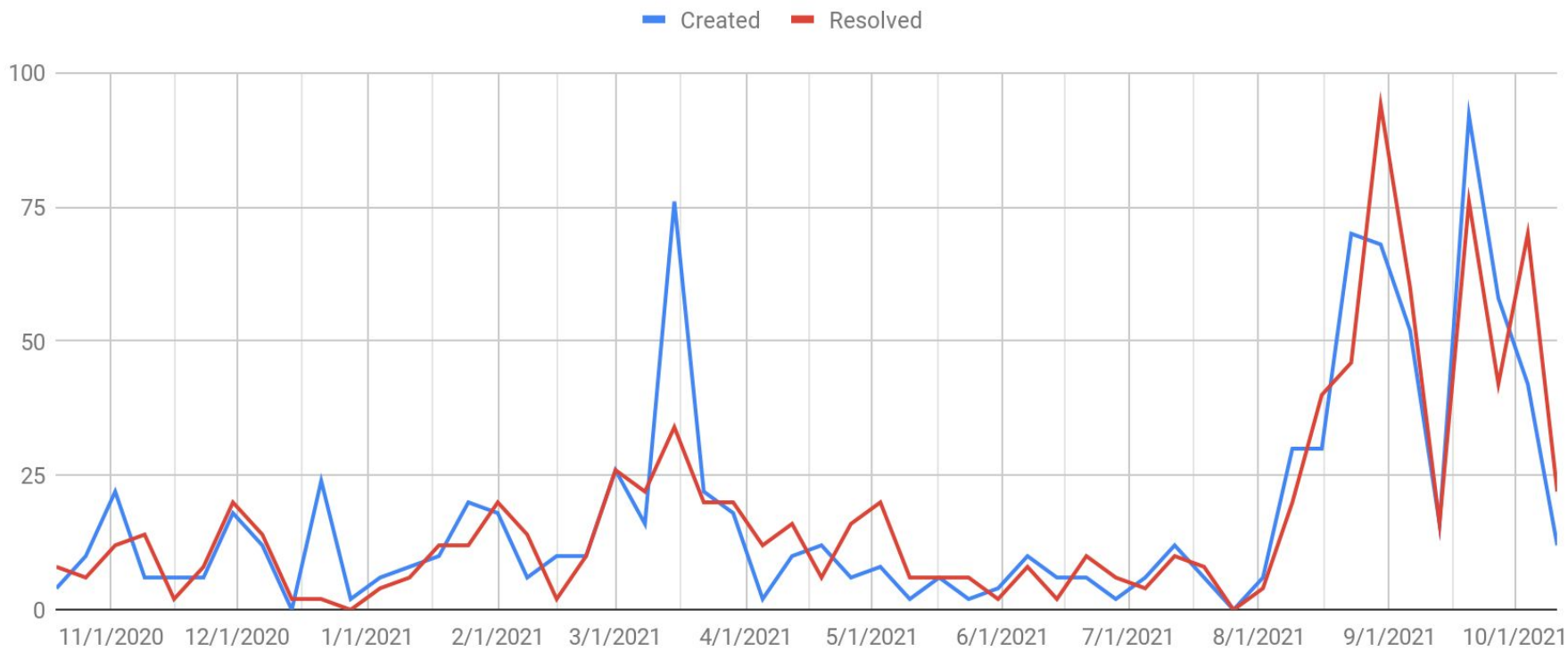2021-
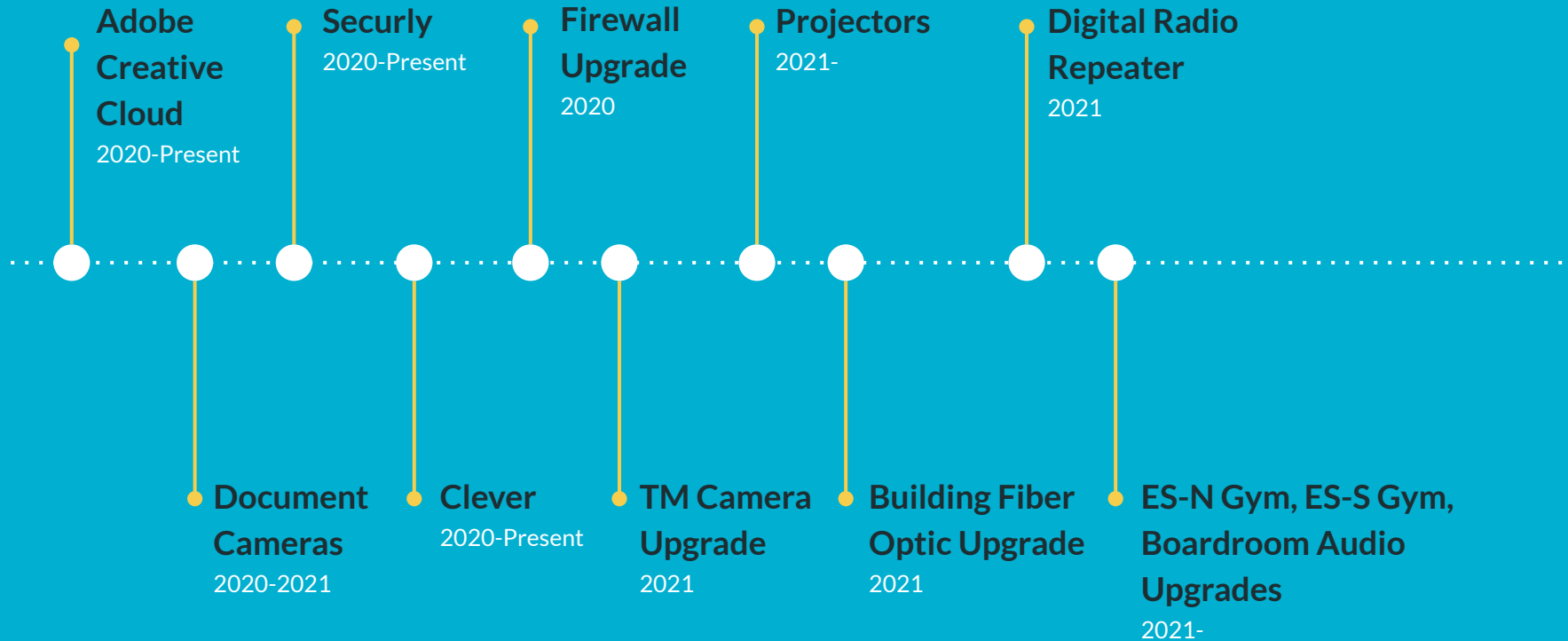
Technology Projects Further Away

- Staff Computers (2022)

- HS 127 (2022-2023)

- Projectors (2023-2024)

- WiFi 6 (2022-2023?)

- Website Platform Change (FinalSite - Summer 2022)

- District managed text-messaging

Dates subject to change

Technology Services Desk tickets for the last year

Communications

- Emails are our Primary Source of Communication: info@sw.wednet.edu
- Handbooks: Covid Preparedness, Family Handbook, Student Handbooks
- SWSD Navigator Newsletter emailed to Families, Staff, Students and Community members before every Board Meeting/Workshop
- Website - Communications Flyer , Opt-In For SMS Text Messages
- Inclement Weather - School Closure - Quarantine - Robos/SMS
- Skyward Family Access
- Social Media - Facebook/Instagram/Twitter
- Board Docs, Peachjar, Pick Up Patrol
- Communications Advisory Team
- Planning and Transitioning for Changes:
  - Public Records Requests - Next Request (Live)
  - Website/App: Intrado to Finalsite (Live June 2022)
  - Parent Communications: School Messenger to Parent Square (Live June 2022)
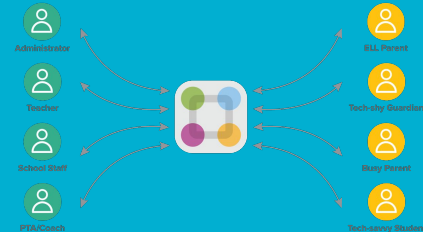
Food Service

We have served over 9600 free meals to students last month. Averaging over 480 meals per day.

This is up over 80% compared to Sept of 2020 and up almost 20% compared to Sept of 2019

We are continuing with Scratch recipes using whole foods at least three days a week. We are also continuing with Meatless Mondays which was an idea brought to us from students last year!

Our new flat top grill is installed and we have been able to use it for scratch french toast and pancakes in the mornings as well as for grilled peppers/onions, fried rice and grilled cheese sandwiches at lunchtime. We have also received new pots, pans and utensils this year!

A total of 192 lbs of produce was purchased from the garden this month which is more than both Sept of 2020 and Sept of 2019

The CoolBot was installed thanks to fundraising and grants. It has helped us keep our garden produce fresh, organized and stored conveniently near the Elementary Kitchen.

Identify and Retain Students Impacted by Homelessness

125 students experienced homelessness during the 2020-21 school year - 17% increase from 2019-20

49 were unaccompanied youth - couch surfing or living on their own

104 (83%) stayed enrolled throughout the year despite the pandemic, remote learning ,and frequent moves within and outside of the district boundaries. Across the state the majority of districts reported less than 50% retention of homeless students

82% of seniors experiencing homelessness graduated

9% of SWSD students are impacted by homelessness annually (**State average 5%)**

Address Basic Needs to Increase Attendance Examples:

74 students assisted with internet and/or hotspots (phones)

205 students provided school supplies through home delivery

231 students and families connected to food resources

315 referrals to other basic need resources such as rental assistance, bills/utilities and the Housing Support Center

Basic needs insecurities and equity are intertwined

QUESTIONS ?

Facilities Update

Facilities Staffing

Supervisor	1
Custodial	7
Maintenance/Grounds	3

Building/Property information

Yr	Building	Sq. Ft	Acres (maint)	modernized
80	High/Middle School	141,698	28	1990,1995
68	South Campus	43,620	8	1995
88	Elementary North	50,897	11	
95	District Office	14,000	-	

ES – Bus Loading Zone – Before

ES – Bus loading zone with new ADA Ramp 20/21

ES Roofing project of Pavilions along with small outbuilding 20/21

Pavilion roofs are outlined in red, each roof area is 3500 sq. ft.

Outlined in yellow is add alt 1: it is a 700 sq. ft. shed

Perimeter
237.12 ft

Area
3,490.07 ft²

Start new

South Whidbey Elementary School...
Temporarily closed

Google 100%

Camera: 1,201 ft 48°00'49"N 122°24'35"W 227 ft

Bayview Roof Replacement 20/21

Fire Diesel Pump and New Monitoring System 20/21

2 New Hand Wash and Eye Wash Stations for the HS Woodshop and Metal Shop 20/21

South Campus – New condensing/Evap for Walk-In Freezer 20/21

HS kitchen – Water Heater 300 gal. 20/21

HS – Kitchen equipment 21/22

Custodial equipment 20/21

Alen Breathesmart Hepa Air Purifiers

Hvac Replacement

7-12 campus

10 heat pump units (Roof top)

South Campus

4 heat pump units

Elementary North

22 Water to air package units

HS – Fastpitch Irrigation System is Underway 21/22

ES/SC – 240 individual Student desk/chairs 21/22

Other Capital procurements

- Doors/ locks/hardware

- pumps/motors

- Alerton controls upgrades (Hvac)

- Misc. furniture

- Variety of Water heaters 40-80 gal

- Misc. Electrical work

- Misc. plumbing fixtures

- Maintenance/custodial tools

- Fencing projects

- ES Conference windows replacement

Capital Projects In Process

- All sites: Access door controller upgrades/additions

- All Sites: Camera upgrades/new installation

- High/Middle School: Baseball/Fastpitch & Aux gym Scoreboards

- High/Middle School: Tennis courts, retaining wall/re-coat finish

- High/Middle School: Fastpitch Irrigation installation

- ES North Campus: Portable: Re-roof

- High/Middle School: New aluminum ramp system for the garbage/recycle dumpsters

Capital Projects future

- ES North Campus: 13 heat pumps replacement/ CO_2 controls

- ES Boiler replacement: Replace elect. Boilers w/heat pump boilers

- All sites: Exterior lighting additions/replacements

- ES Exterior: Paint/replace siding/brick sealing

- Grounds equipment: Replace field turf mower

- High/Middle School: Enclose NE entrance area Hallways/doors

- South Campus: Sidewalk repairs

- Water Plant: generator for well pump/chemical treatment and domestic pumps

- Water Plant: Coat roof and seal reservoir tanks

Capital Projects future Continued

- South Campus: Brick sealing

- High/Middle School: Convert HV roof top units to heat pumps

- High/Middle School: Replace VCT flooring with rubber flooring

- High/ Middle School: Restroom remodel (old commons/2nd fl.)

- South Campus: All inclusive playground equipment

- Elementary Campus: Replace big toys playground equipment

- South Campus: Univents - VRF with DOAS systems with updated DDC

- South Campus: F bldg. Roof replacement

Capital Projects Continued Again

- High/Middle School: Roofing Replacement

- Elementary North/South Campus: Work room floors from VCT-rubber flooring

- All sites: Parking lot redesign and resurfacing

- High/Middle School: Locker rooms remodels

- South Campus: All Restrooms need updating (stages)

- All Sites: T-8 lighting to LED

- High/Middle School: Add 2-4 EV charging stations

- Elementary: Septic Lift station improvements

- Elementary Lunchroom tables

Community Advisory Teams

Advisory Team -
Equity, Social Emotional Learning,
Culture
Co-Chairs: John Patton & Kayla Phillips
Focus Areas:
Restorative Practices
Anti Racism
Anti Harassment

Advisory Team -
Special Education
Chair:Dr. Jeff Fankhauser
Focus Areas:
Understanding the Process
General Norms and Goals
for Services

Advisory Team -
Enrichment
Chair: Susie Richards
Focus Areas:
ALE
Overnight field trips
Garden program
Other Opportunities

Superintendent
Advisory
Committees

Advisory Team -
Facilities and Bond Planning
Co- Chairs:Dan Poolman & JJ Leuenberger
Focus Areas:
Use of Capital Levy
Bond planning

Advisory Team -
Communication & Publicity
Chair: Kristy Macarro
Focus Areas:
Feedback on Areas to
Improve/Identification of gaps
Publicity /Marketing/
Website/Notifications

What is the difference between a bond issue and a tax levy?

A bond provides funding for capital projects such as purchasing property for schools, constructing new schools, or modernizing existing schools. Bonds are sold to investors who are repaid with interest over time from property tax collections, generally between 10-25 years.

Bonds require a supermajority to pass (60%)

A levy is a short-term, local property tax passed by the voters of a school district that generates revenue for the district to fund programs and services that the state does not fund or fully fund as part of "basic education."

Levies require a simple majority to pass (50% + 1)

Facilities and Bond planning committee

Please Sign up on our District website under the Community tab

First meeting will be the first week of December 2021

Tour facilities

Decide if a bond is in the best interest of the School community?

Look at Process/Planning/Scope

QUESTIONS ?