

South Whidbey School District

School Improvement Plans

2019-2020

- Vision, Mission, Goals
- Action Plans

Goal One: During the 2019-2020 school year, we will focus on the lowest performing data strands from last year's 8th grade E.L.A. SBAC test results. We will also continue supports for our 10th graders in E.L.A. to achieve an 83% pass rate on this year's SBAC.

Strand/Claims of focus:

Reading 14.3%

Writing 18.8%

Research/Inquiry 17%

2018-2019 E.L.A. Scores:

SWHS(10th) 81.5% WA State(10th) 69.7%

Measurements:

E.L.A targets across disciplines

formative assessments

SBAC interims

2020 SBAC Results

PSAT

SAT

ACT

Supports:

PLC's

Dbl. Block Eng 9

Membean/SAT Prep

Tech TOSA- Data mine(Homeroom, WA Query)

Literacy- ALL Disciplines MLA format

E.L.A. Curriculum Adoption

Peer Tutoring

Goal Two: By the end of the 2019-2020 school year, 100% of ALL students taking Algebra 1 for the first time, will pass the class with a C- or better. We will also have at least 60% pass rate for our Math SBAC for 10th Grade testers.

Strands/Claims of focus:

Concepts and Procedures 33.6%

2018-2019 Math Scores:

SWHS(10th) 59.1% *WA State(10th) 40.2%*

Measurements:

Semester Grades

Math targets

Formative/Summative Classroom assessments

SBAC interims

2020 SBAC Results

Supports:

PLC's

Big Ideas- Curriculum

Dbl. Block Algebra

Bridge to College

Modelling Math

Pre-Algebra

Tech TOSA- Data from WA. Query, Homeroom

Summative/Formative Classroom Assessments

ALEK- Individualized Remediation Curriculum

Goal Three: By the end of the 2019-2020 school year, 95% of 11th graders will take the Washington Comprehensive Assessment of Science(WCAS) to provide further baseline data for intervention. This state test is no longer a graduation requirement.

Strands/Claims of focus:

Physical Science 46.9%
Life Science 43.9%
Earth and Space Science 40.8%

Measurements:

Science targets
WCAS practice test to get more data
Formative and Summative classroom assessments
WCAS

2018-2019 Science Scores:

SWHS(11th) 61.8% *WA State(11th) 34.5%*

****93 out of 103 11th graders tested (90.3%)*

Supports:

PLC's
Tech TOSA- Data mine
Practice WCAS
WCAP Portal- Practice Tests
Identify students turning in less than 90% of assignments

Goal Four: 100% of our students will be able to identify staff members they can seek out for social emotional support. 100% of our students will also receive digital citizenship training and equity education.

S.E.L. Focus:

Equity Education (cultural competency)
Digital Citizenship (cybersafety, cyberbullying)

Measurements:

Healthy Youth Survey
C.E.E. Survey
Advisory Survey (students and staff)
Attendance Data
Discipline Data

Supports:

Student Advisory
Student Code of Conduct(new)-Restorative Practices
Falcon Link Crew
Equity Training for Staff
Equity Training for Students
District Equity Team
Character Strong Curriculum
Trauma Training For Staff
Student Support Staff Meetings w/ Comprehensive Supports
Community Presentations- CADA, Island Co. Sheriffs
Forefront- Suicide Prevention Training (Students, Staff, Parents)
Digital Citizenship
South Whidbey Academy
Readiness To Learn
WIN
Island Co./E.S.D. Advocates and Counselors
Student Representative Assembly- during advisory
Freshmen Principal Interviews
Senior Counselor Interviews
Senior Presentations- Feedback
Safe Schools Reporting and Training
SST Video- Advisory

THE South Whidbey Middle School

Academic Goals

1

80 percent of students will be at grade level and evidence meeting state standards in ELA

Measurement:

Use of formative assessments, interims, and target deficiencies based on WCAP online reporting system

2

80 percent of students will be at grade level and evidence meeting state standards in Math

Measurement:

Use of interims, formative assessments, greater use of curriculum's ancillary materials for support.

Target deficiencies based on WCAP online reporting system

3

Culture

Cultural development:
Implementation of SEL curriculum.

Continuation of Wednesday model with enrichment components.

Greater communication between school and community.

Current 7th Grade:

ELA	Math	Year
58%	55%	15/16
52%	47%	16/17
57%	43%	17/18
66%	33%	18/19

Current 8th Grade:

ELA	Math	Year
67%	48%	15/16
59%	35%	16/17
67%	50%	17/18
65%	52%	18/19

Science Results SWMS 8th Grade

Year	School%
14/15	53.1
15/16	79.7
16/17	68.3
17/18	48.6
18/19	53.5

South Whidbey Middle School School Improvement Plan Goals 2019 - 2020

Goal One (ELA): We will address

Reading:

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.

Writing:

Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

Goal Two (Math): We will address:

Target B Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Target D Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Goal Three (Science and Social Studies):

Science will be piloting a new program that supports the NGSS (Next Generation Science Standards) and what are currently considered “best practices” for science teachers.

Social Studies will look at current curriculum map and redesign to incorporate all prerequisites for high school.

Goal Four: Culture, Equity, and a well rounded education for middle school students

Wednesday MTSS model (Multi-Tiered Systems of Support) will continue. Electives are brought back into the school day. (Art, Spanish, Journalism, Drama, Choir)

All students have access to enrichment, elective, and intervention classes.

SEL Curriculum is being implemented. (two days a week in every homeroom)

Restorative Practices are being used for foundational discipline method.

All students have access to Health curriculum.

Communication:

Development of newsletter, use of technology (emails), teacher training on Skyward for automatic updates to parents.

Continuing efforts

- Engagement strategies in classrooms
- Peer observations for engagement
- Curriculum alignment, rigor, and adoption of curricula to help with student achievement
- Continue and build on incorporating Interim Assessments from state
- RTI/MTSS model built inside schedule (Direct intervention on student deficits)
- PLC models combined with grade level team work for raising student achievement
- Behavior and restorative practice model

Wednesday Academic Times

17/18 year:

49 minutes per class: 8820 minutes per student in ELA, Math, or Science classes.

18/19 year:

55 minutes per class no Wednesdays: 7755 per student in ELA, Math, or Science classes.

Those students receiving support on Wednesdays: another 2145 minutes per student per support class. Ex:

Students who have been recognized as needing support in ELA have a total of 9900 minutes in the year.

19/20 year:

66 minutes per class no Wednesdays: 9306 minutes per student in Math, ELA, and 8th grade Sci.

With Wednesday support another 2145 for a total of **11,451 minutes**. (increase in time and intervention)

SWES K-6 2019-2020 Goals

FOCUS #1: Enhancing Literacy Instruction

Goal Statement: To develop common structures for effective literacy instruction resulting in increased engagement and achievement.

FOCUS #2: Culture:

Goal Statement: To create a culture where all staff, students, parents and the community are valued, nurtured and included.

FOCUS #3: Student Engagement

Goal Statement: To increase meaning, rigor and relevance through engaged instruction and student discourse

Note: While not explicitly included in key goals - math and science will be included in all measurement

Focus #1 Enhancing Literacy Instruction

Goal Statement: To develop common structures for effective literacy instruction resulting in increased engagement and achievement.

Measurement: Use of i-Ready, SBA, Dibels, WA Kids and classroom grading with a focus on *all students demonstrating one year's growth in one year's time.*

Approaches:

- Focus – Enhancing high leverage instructional strategies
- Year 1: Close reading focus with yearlong / ongoing professional development with Kim Kellogg, ESD 189 Literacy Specialist to enhance engagement and comprehension. Title 1 / Orca Reading Supports with more focus on “push in.” ELA Curriculum Adoption Process. Use of PD funds for observations in other school on literacy instruction.
- Year 2 – development effective reading blocks with a focus on differentiated instruction
- Year 3 –focus on individual needs (students and teachers)

Literacy Goal - Connections

District Goal Connection: Our students will demonstrate growth toward mastery in all content areas.

CEE Survey: Focus on growth in staff survey data on 9 Characteristics of High Performing Schools

DISTRICT ACTION PLAN CONNECTION:

- School Improvement Plans will reflect the goal for ELA and Math of a year's growth annually for each student
- All areas will align diagnostic data with instructional planning
- Personalize learning to specific student strengths and needs so that all students (including those with IEP's, 504 plans, ELL, etc.) are making growth toward
- Update ELA curriculum

Goal #2: Focus on Culture

Goal Statement: To create a culture where all staff, students, parents and the community are valued, nurtured and included.

Measurements: CEE Survey data, attendance at school events, SWIS data, increase in number of volunteers, enhancement in community partnerships / programs

Approaches:

- Making School a welcoming space for our children, teachers, families and community members
- Implementation of effective School Wide Agreements - ORCA Code (Safe, Respectful, Responsible, Kind - K-4) AND R.O.A.R (Respectful, Observe Rules, Act Responsibly, Be Ready to Learn)
- Reflect on how we manage conflict – is it effective? Integration of Restorative Practices
- Teachers create the weather in the classroom – how do we support? Calming Corners,
- Leaders put their attention on the healthy build a critical mass around the healthy.
- Development of culture agreements – we bring concerns that we have directly to the people who made that decision
- Social Emotional Learning - Implementation of PAX and Zones of Regulation

CULTURE GOAL - CONNECTIONS

District Goal Connection: Our Schools will be welcoming, safe and supportive places with consistent school wide expectations where all are respected.

CEE Survey: We are looking for at least 10% improvement in positive responses in our parent, student and staff data, comparing September 2019 and June 2020 results on questions related to school culture, sense of feeling welcome, belonging.

- **District Action Plan:**

School-wide expectations for student behavior are enforced by all staff

- Restorative practices will be used on a regular basis to improve student engagement and reflection on impact of behavior
- Code of Conduct and handbooks updated
- Visitors to buildings will be greeted respectfully and professionally by all staff they encounter.
- Create teamwork spirit with all staff
- Equity Teams in each school and district-wide

Goal #3: Focus on Student Engagement

Measurement: SWIS Data related to classroom discipline referrals, increase in enrichment activities for students (clubs, lunchtime programs, etc...)

Approaches:

- Focus on movement / discourse to support non traditional learners.
- Enhancing applied learning, project based learning, service-learning opportunities.
- “Preserving and Protecting the Salish Sea” K-6 Programs / Extensive Community Partnerships.
- Professional Development focused on enhancing hands on learning and , community based programs, etc...
- Enhancing Mental Health/behavioral supports for students who struggle with focus and ability to engage in their learning.
 - Year 1: high yield strategies, school wide Salish Sea Days, etc..
 - Year 2: Theme Based Learning, use of essential questions and effective differentiation - one size does not fit all.
 - Year 3: Place Based Learning consistently and effectively implemented using project based learning, service learning, environmental education school wide.

Student Engagement Goal - Connections

District Goal Connection: Our students will graduate ready for a future they choose.

CEE Survey Connection: Work towards increases in CEE survey in areas of Supportive Learning Environment area, Parent and Community Involvement section, High Quality Curriculum, Instruction and Assessment Section.

District Action Plan Connection:

- Every 9-12 student will have a post high school career pathway.
- What is K-6's role in this plan?

SBAC Assessment Data - SWES

	16-17	17-18	18-19	
ELA	52.1% proficient	53.6% proficient	57.6% Proficient <i>Compared to 57.4% state proficiency</i>	<i>Trending Positive</i>
MATH	42.1%	44.6%	43.2% proficient <i>Compared to 51.8% state proficiency</i>	<i>Year one implementation of new math curriculum</i>
SCIENCE (5th grade only)			69.1% proficient <i>Compared to 53.2% State proficiency</i>	<i>1st Year WCAS / New NGSS Standards</i>

SWES CELEBRATIONS!

- Enhancing **JOY** - schools that staff, students, families and communities feel welcome, connected and engaged in!
- Learning is engaging, challenging and fun!
- Experienced, skilled and hard working staff with a deep commitment to our students and families.
- Trust building between building administration, staff, families and students
- Strong family engagement and active PTA.
- School / Community Partnerships that support student learning.
- K-6 School Farm program with meaningful integration into curriculum / integration into specialist rotation with certificated teacher.
- Focus on social and emotional learning (SEL) and multiple student opportunities for mindfulness and other SEL experiences.
- Consistent response to behavior / discipline issues - active Restorative Practices underway.