

# South Whidbey SD

## School Improvement Plans

### 2018–2019

- We have work to do
- Changes to PLC structure

Grade Level	2015-2016		2016-2017		2017-2018	
ELA	SWSD	State	SWSD	State	SWSD	State
3	58	54	61	53	44	56
4	63	57	52	55	69	58
5	72	60	49	59	57	60
6	55	57	59	56	49	57
7	67	59	59	60	67	61
8	67	60	57	59	52	60
10	81	76	76	74	78	72

 SWSD ABOVE State

Grade Level	2015-2016		2016-2017		2017-2018	
MATH	SWSD	State	SWSD	State	SWSD	State
3	55	59	49	58	51	58
4	51	55	47	54	56	54
5	50	49	35	49	43	49
6	28	48	45	48	34	49
7	48	48	35	50	50	50
8	34	48	36	48	44	48
10	26	22	33	26	38	43

 SWSD ABOVE State

Grade Level	2015-2016		2016-2017		2017-2018	
SCIENCE	SWSD	State	SWSD	State	SWSD	State
5	64	65	57	63	63	55
8	75	68	64	66	49	53
11					33	30

 SWSD ABOVE State

# This Year's SWES Goals:

- Develop a unified K-6 School
- Increase achievement to be removed from Tier 1 status.
- PLC as a vehicle for enhancing student growth and achievement
- Increase student achievement in reading and math as measured by SBAC.
- Implement Ready Mathematics.
- Increase social skills as demonstrated by a reduction in behavior referrals.
- Improve subgroup attendance to 90%.
- Mentor and train our 10 new teachers in instructional programs and school processes.
- Celebrations

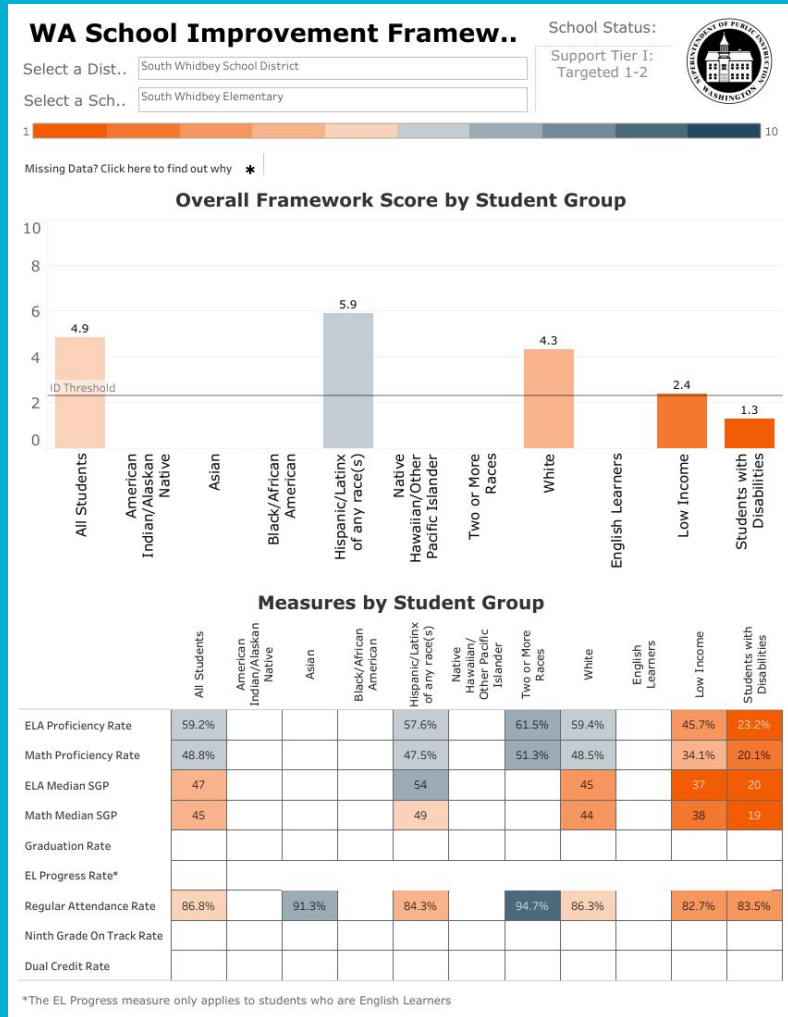
# Bringing Together K-6 Elementary School

During the 2018-2019 School Year, the 5-6 South Campus has become a part of South Whidbey Elementary School. Strategies that have been implemented to unite the two campuses into a cohesive K-6 system:

- Shared administrative staff
- Regularly scheduled combined PLCs and BLT meetings.
- Planning for combined programs / projects - buddy reading programs, etc...
- 5th-6th Leadership and service opportunities
- Self-managers

# TIER 1 SCHOOL STATUS

South Whidbey Elementary School has been identified as a Tier 1 support school, which means one area is in need of improvement due to being below the identification threshold. Our greatest area of concern are the achievement and growth of students with disabilities at an overall score of 1.3. The achievement and growth of low income students is right at the threshold of 2.4.





# 17-18 SBAC Assessment Data by Grade

	ELA	MATH	Science	16-17 Scores
3rd	44.2	51.2		Decline ELA/Increase Math
4th	67.3	54.2		Increase ELA/Math
5th	55	41.8	63.2	Increase all

# Washington Tier 1 Interventions - English Language Arts

- MTSS (Core Instruction and Tiered Supports)
  - Comprehensive System to identify students
  - Supplemental Supports
  - Tutoring by Interventionist/Specialists
- Targeted Professional Learning

## **New additions:**

- Analysis of program effectiveness
- PLC work 5<sup>th</sup>-6<sup>th</sup> (ELA Focus)
- Grade-Level Data-Based Decision-Making Teams for reading

# Washington Tier 1 Interventions Mathematics

- MTSS (Multi Tiered Systems of Support)
  - Core Instruction and Tiered Supports, grade level based
  - Data-Based Decision Making
  - PLC work K-4 Mathematics Focus

## **New additions:**

- Implementation of Ready Mathematics Program
- i-Ready Assessment System K-4
- Implementation of Big Ideas Mathematics Program at 5th-6th
- High leverage mathematics teaching practices
- Rigorous Instruction and Interventions

# Washington Tier 1 Behavior Best Practices

## MTSS:

- Pyramid Menu of supports
- Tier 1 –whole school instruction
- Tier 2- small group instruction/ interventions
- Tier 3-individual instruction/ interventions
- Data-based decision-making

## New:

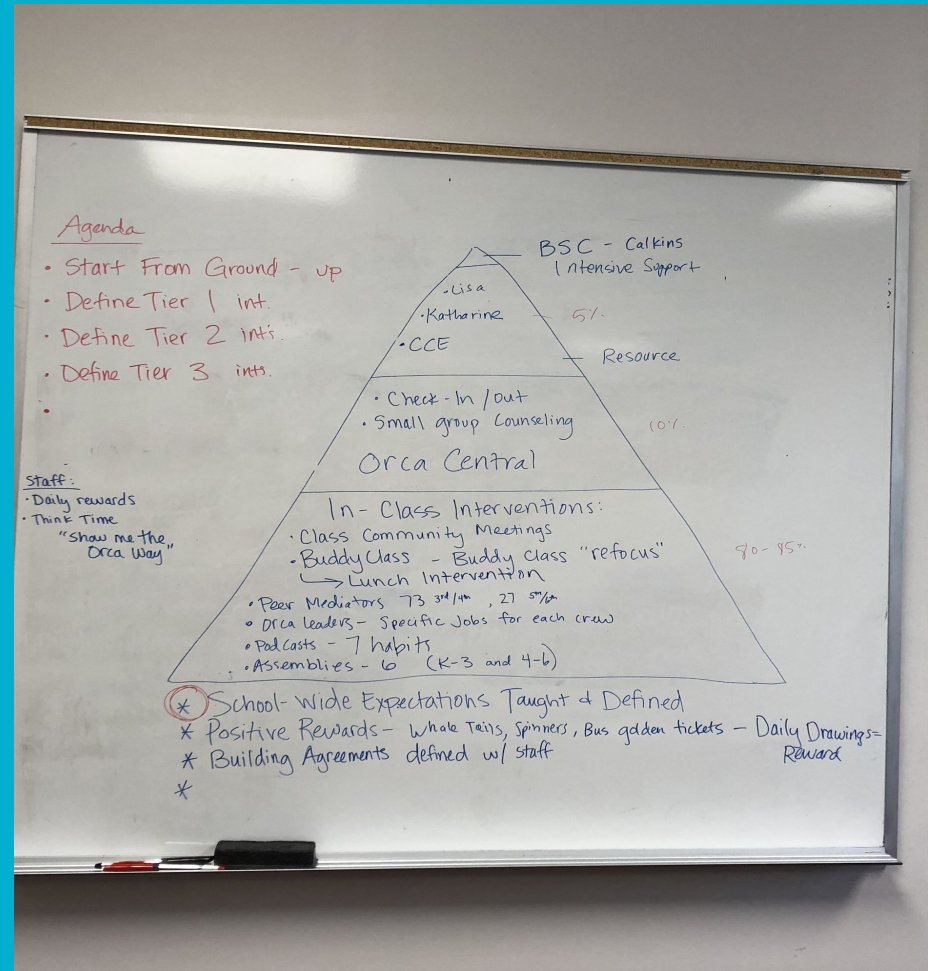
- Equitable Discipline Practices

## To Explore:

- Restorative Justice

# Behavioral MTSS Pyramid (PBIS)

- Use of MTSS Pyramid /PBIS to strengthen classroom management, and increase time on task for learning.
- Multiple PBIS interventions implemented schoolwide (restorative circles, cougar bucks, golden bus tickets, spinner winners, etc...)



# Social-Emotional Learning

## Ongoing Implementation

- Peer mediation
- De-escalation
- Trauma-Informed approaches
- Family Engagement
- Class meetings, school counselor programs - relationship building
- Small group and individual instruction in self-control using Zones of Regulation
- Mindfulness training / Charlene Ray and Counseling Staff
- School climate and assemblies
- K-4 Orca Mediators, Orca Leaders and Orca Assembly Crew

## Newly Implemented:

- Behavioral Health - Island County Mental Health Social Worker
- 5th-6th Self-Managers and Student Leadership

# Improving Attendance

- Development of Attendance Improvement Team to identify effective strategies to increase attendance
- School-wide incentives. Example - popsicles for class with weekly best attendance, both campuses - and recognition of those classes
- Individual Recognition at PBIS assemblies
- Consistent follow-up with families of students with chronic attendance issues

# Example of a Professional Learning Community Agenda and Notes

Kindergarten Team  
October 17, 2018



# PLC - Data Dive Example

1. We have added additional interventions at the K-2 level and in sped Title/LAP interventions.
2. Interim Assessments to improve 3rd - 6th Grade Scores.
  - We are “diving” into the SBAC data - identifying specific target areas that were below standard.
  - Once targets are identified, specific instructional interventions will be developed and implemented.
3. We are continuing to:
  - Increase time on interventions - cut down on transitions
  - Increase in class interventions and support
  - PLCs working together to find interventions and materials
  - Aligning the work between levels.

South Whidbey Elementary School  
(15206\_4321)

Subject: ELA/Literacy ▼

Grade: Grade 5 ▼

Who: N/A ▼

What: Targets ▼

When: Current Admin ▼

View

## Identifying Targets

The Smarter Balanced Assessment Consortium (**SBAC**) has created a hierarchy comprised of claims and **targets** that together can be used to make statements about student achievement. ... Each **target** also features a Depth of Knowledge level(s) and item type(s) in which the **target** may be assessed

# School Performance on Each Target for the ELA/Literacy Test

*What are my school's strengths and weaknesses in the ELA/Literacy Targets?*

Test: Smarter Summative ELA/Literacy Grade 5

Year: 2017-2018

Name: South Whidbey Elementary School

Legend: Performance Relative to Proficiency



Performance is above the Proficiency Standard



Performance is near the Proficiency Standard



Performance is below the Proficiency Standard



Insufficient Information

Legend: Performance Relative to the Test as a Whole



Performance is better than on the rest of the test



Performance similar to performance on the test as a whole



Performance is worse than on the rest of the test



Insufficient Information

## Writing

### Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).



Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).



### Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.



Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.



### Opinion

Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.



Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.



### Writing

Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.



Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.



# Example of PLC Developed Interventions

## First - Identify Targets Below Standards

EXAMPLE FOR 5TH GRADE: Opinion: TARGET 6: WRITE/REVISE

TEXTS: Write/Revise one or more paragraphs demonstrating **ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.**

- Engage in SBAC block interims focused on these target areas
- Use Interim Data as baseline data
- Engage in instructional interventions
- Engage in formative assessment / adjust instruction
- Interim assessments to identify growth
- Continue instructional cycle

## PLC Developed Interventions - Contd.

After baseline data is established, we develop a series of instructional activities based on elements of the targets, as outlined on previous slide.

On South Campus, we will be using our daily “homeroom” for school wide daily “ mini lessons” in all content areas that provide skill building in these areas. So, students will be receiving instruction and practicing opinion writing in all content areas - math, science, PE, etc... with writing prompts focused on that content.

In addition, through our PLC we have identified other “crossover” skills that all students need additional instruction on for academic success.

Two of these crossover skills we have identified include enhanced keyboarding skills and building perseverance and “grit” in our students - and mini lessons will be developed in those areas as well.

# SWES CELEBRATIONS!

- Experienced, skilled and hard working staff with a deep commitment to our students and families
- Successful unification of North K-4 and South 5-6 campuses, with shared planning, activities and administrative staff
- Strong family engagement and active PTA
- School / Community Partnerships that support student learning
- K-6 School Farm program with meaningful integration into curriculum
- Focus on social and emotional learning (SEL) and multiple student opportunities for mindfulness and other SEL experiences.



School Year

- ☐ 2014-2015
- ☒ 2015-2016
- ☐ 2016-2017

Select Level of Detail

- ☐ State
- ☐ District
- ☒ School

Select Subject

- ☒ ELA
- ☐ Math

Select Grade Level

7th Grade ▼

Select Subgroup

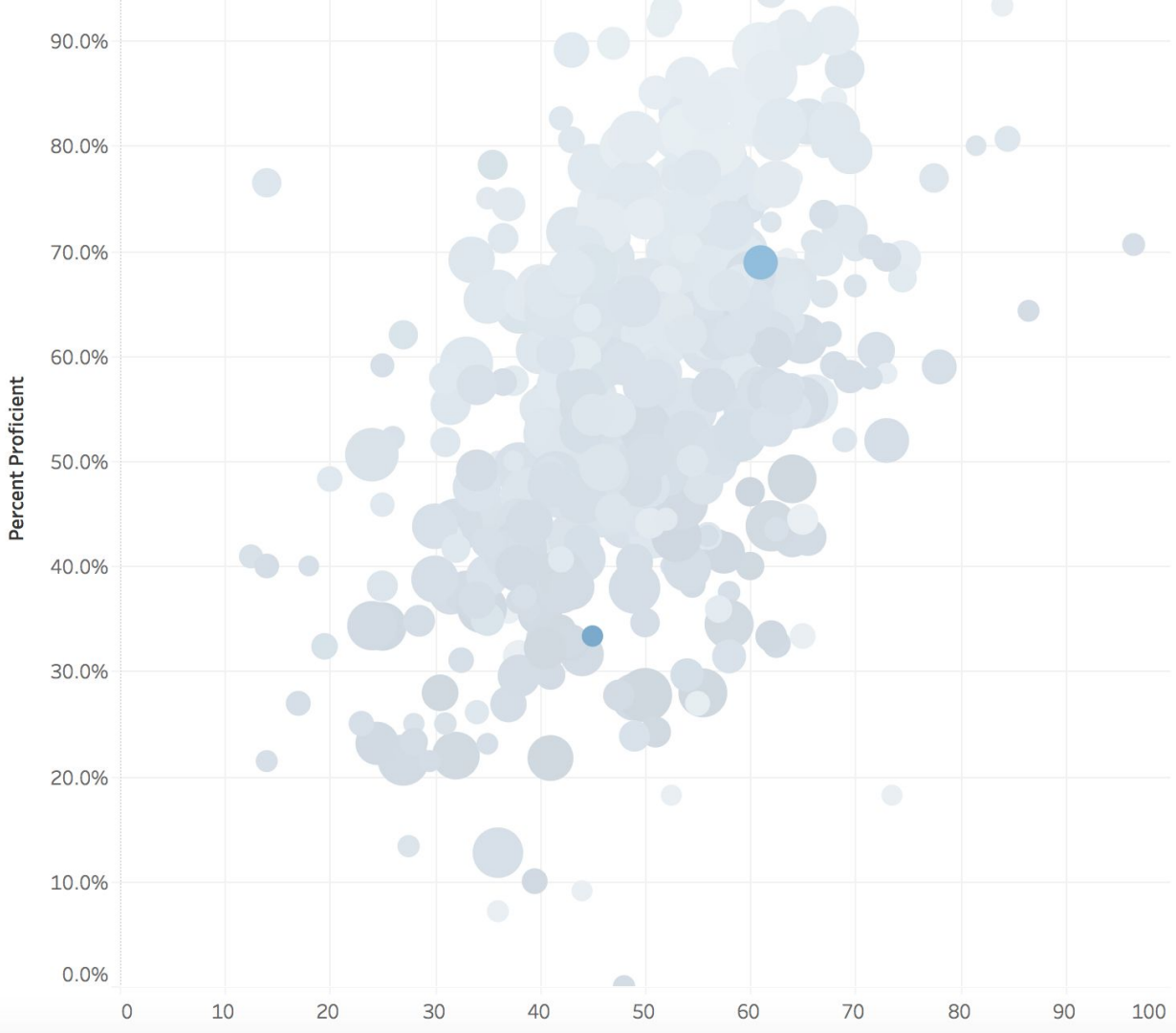
All Students ▼

Highlight My District

South Whidbey S... ✕

Highlight My School

Highlight School... 🔍





School Year

- ☐ 2014-2015
- ☒ 2015-2016
- ☐ 2016-2017

Select Level of Detail

- ☐ State
- ☐ District
- ☒ School

Select Subject

- ☒ ELA
- ☐ Math

Select Grade Level

8th Grade ▼

Select Subgroup

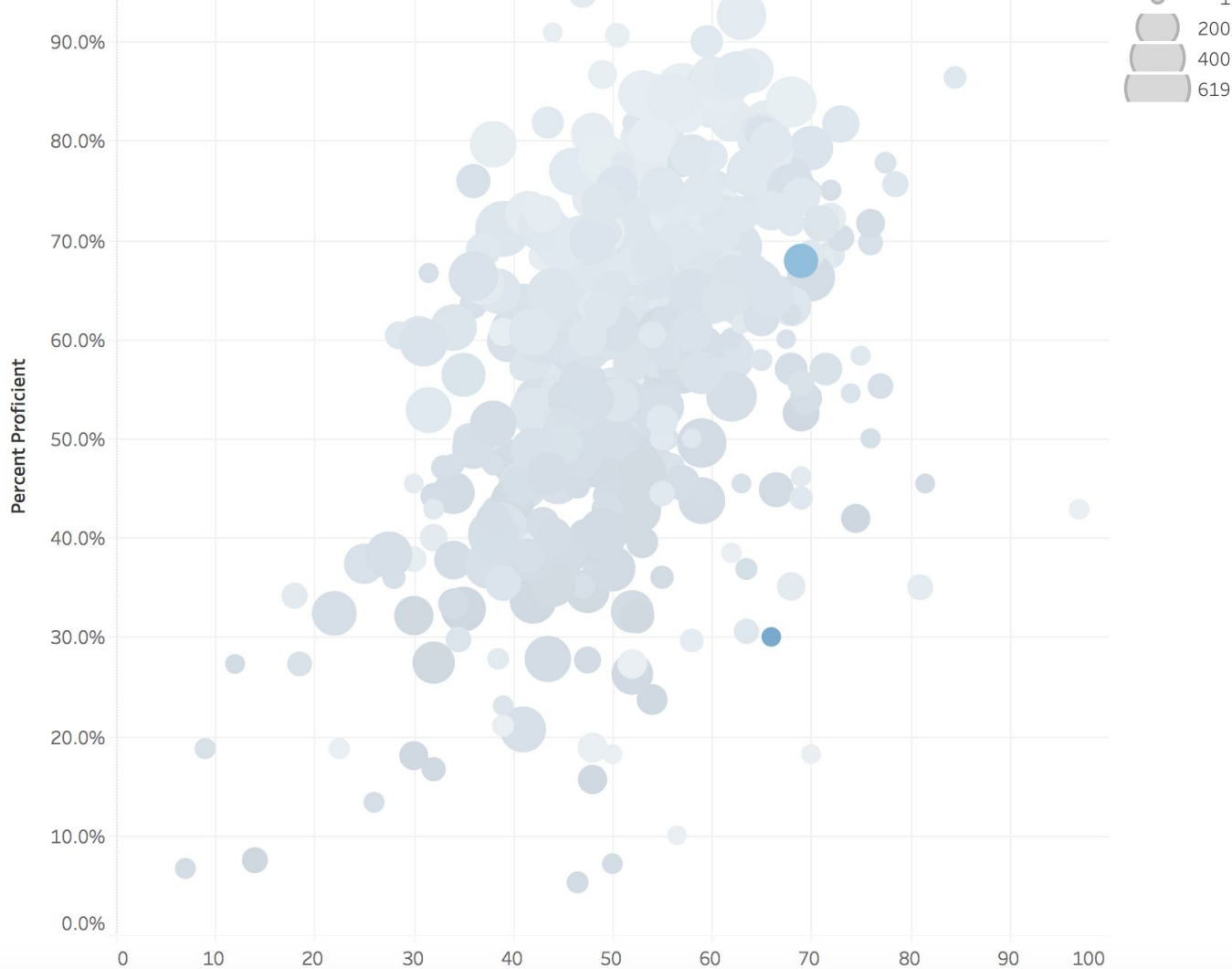
All Students ▼

Highlight My District

South Whidbey S... ✕

Highlight My School

Highlight School... 🔍



- 2014-2015
- 2015-2016
- 2016-2017

Select Level of Detail

- State
- District
- School

Select Subject

- ELA
- Math

Select Grade Level

7th Grade

Select Subgroup

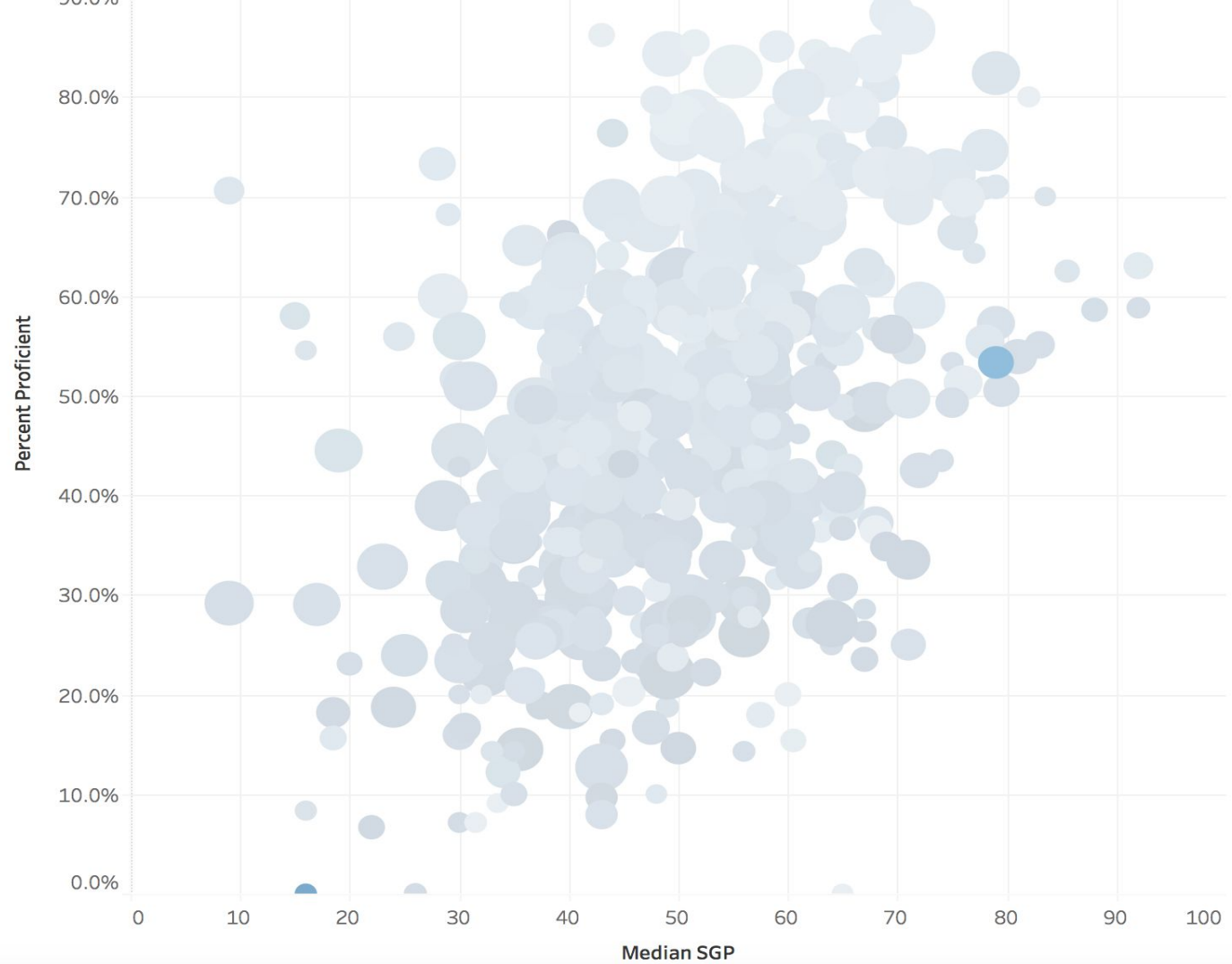
All Students

Highlight My District

South Whidbey S... x

Highlight My School

Highlight School ...



40  
61

- 2014-2015  
2015-2016  
2016-2017

Select Level of Detail

- State  
District  
School

Select Subject

- ELA  
Math

Select Grade Level

8th Grade

Select Subgroup

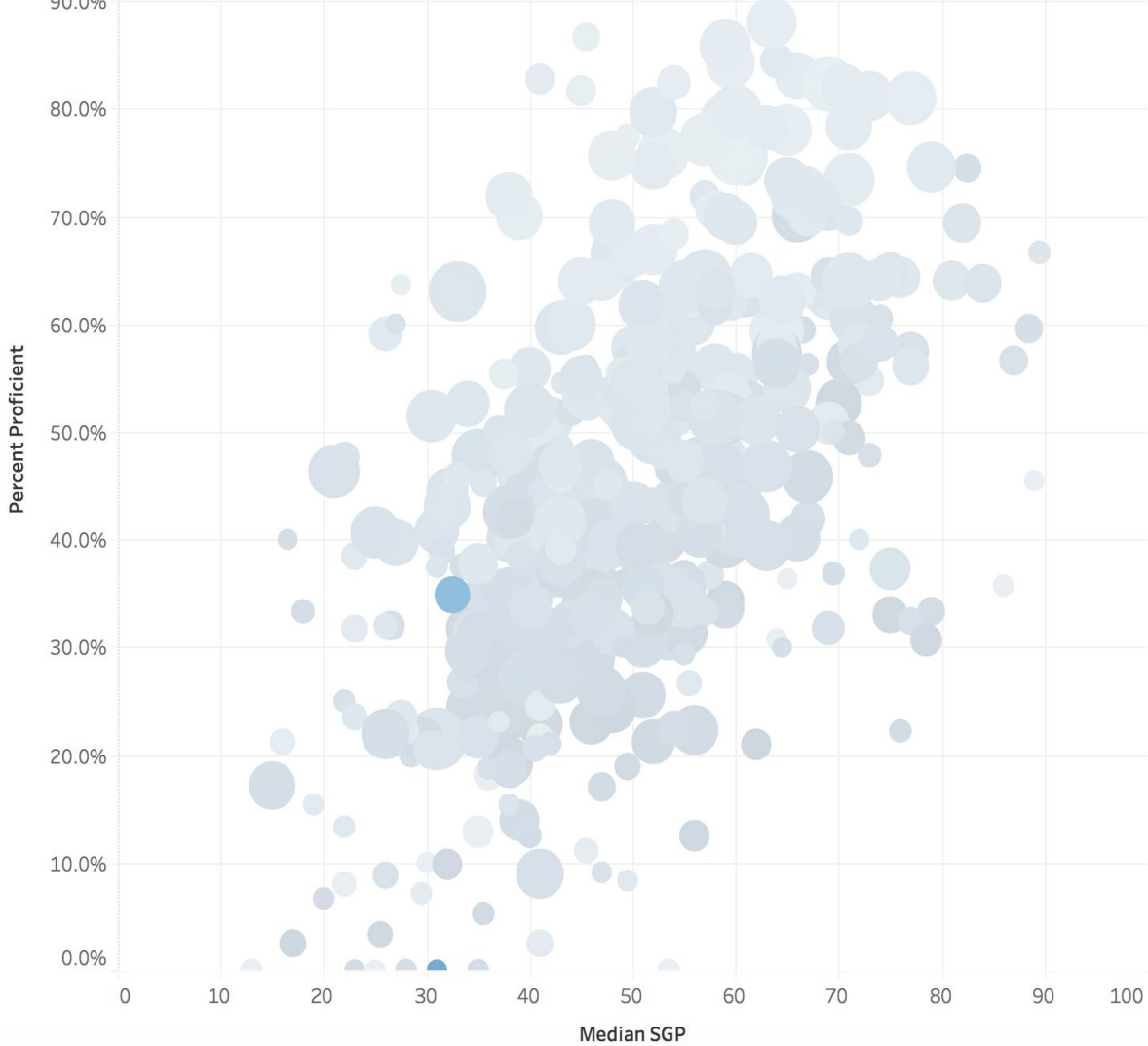
All Students

Highlight My District

South Whidbey S... x

Highlight My School

Highlight School ...



- ☐ 2014-2015
- ☐ 2015-2016
- ☒ 2016-2017

Select Level of Detail

- ☐ State
- ☐ District
- ☒ School

Select Subject

- ☒ ELA
- ☐ Math

Select Grade Level

7th Grade ▼

Select Subgroup

All Students ▼

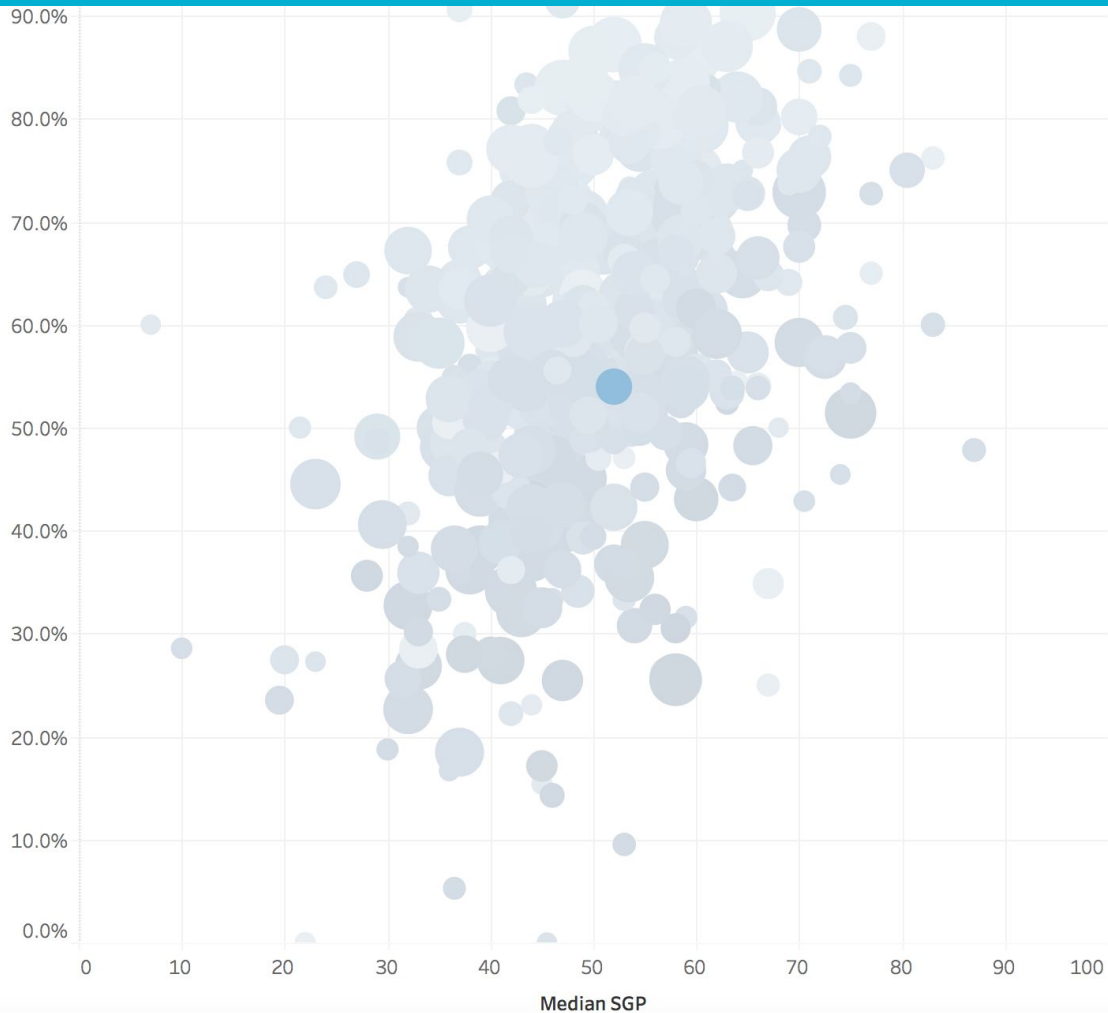
Highlight My District

South Whidbey S... ✕

Highlight My School

Highlight School... 🔍

Percent Proficient



- ☐ 2014-2015
- ☐ 2015-2016
- ☒ 2016-2017

Select Level of Detail

- ☐ State
- ☐ District
- ☒ School

Select Subject

- ☒ ELA
- ☐ Math

Select Grade Level

8th Grade ▼

Select Subgroup

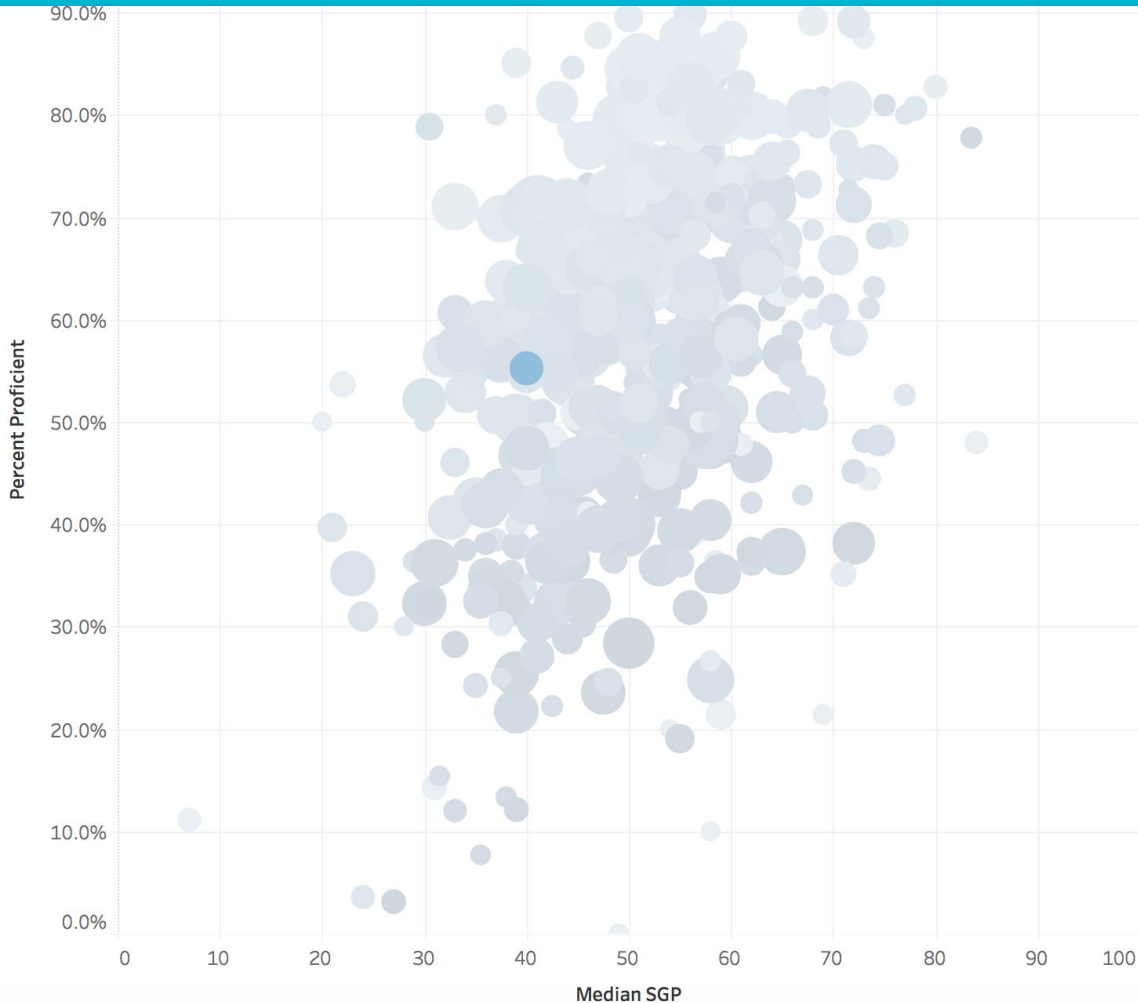
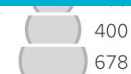
All Students ▼

Highlight My District

South Whidbey S... ✕

Highlight My School

Highlight School... 🔍



- ☐ 2014-2015
- ☐ 2015-2016
- ☒ 2016-2017

Select Level of Detail

- ☐ State
- ☐ District
- ☒ School

Select Subject

- ☐ ELA
- ☒ Math

Select Grade Level

7th Grade ▼

Select Subgroup

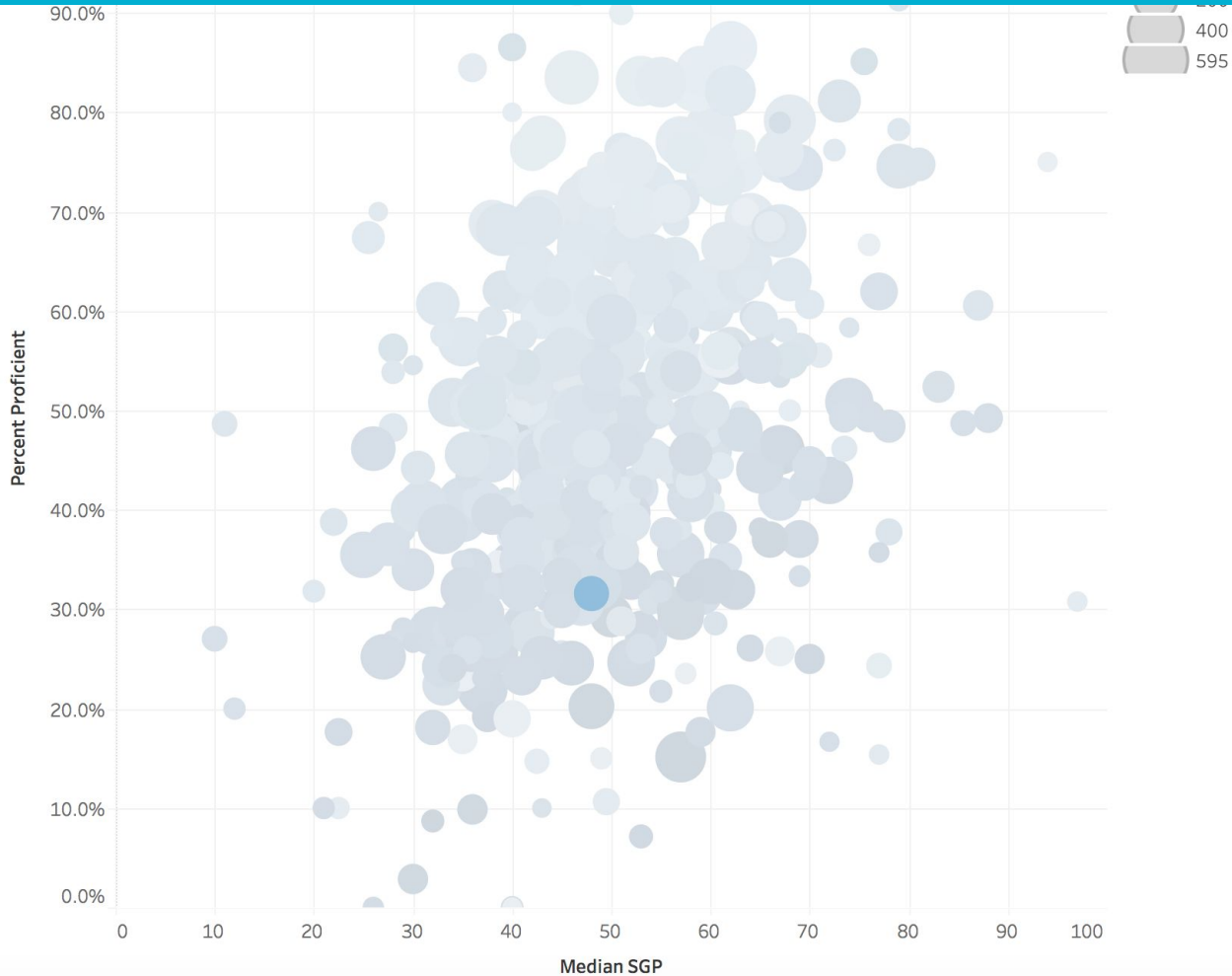
All Students ▼

Highlight My District

South Whidbey S... ✕

Highlight My School

Highlight School ... 🔍



- ☐ 2014-2015
- ☐ 2015-2016
- ☒ 2016-2017

Select Level of Detail

- ☐ State
- ☐ District
- ☒ School

Select Subject

- ☐ ELA
- ☒ Math

Select Grade Level

8th Grade ▼

Select Subgroup

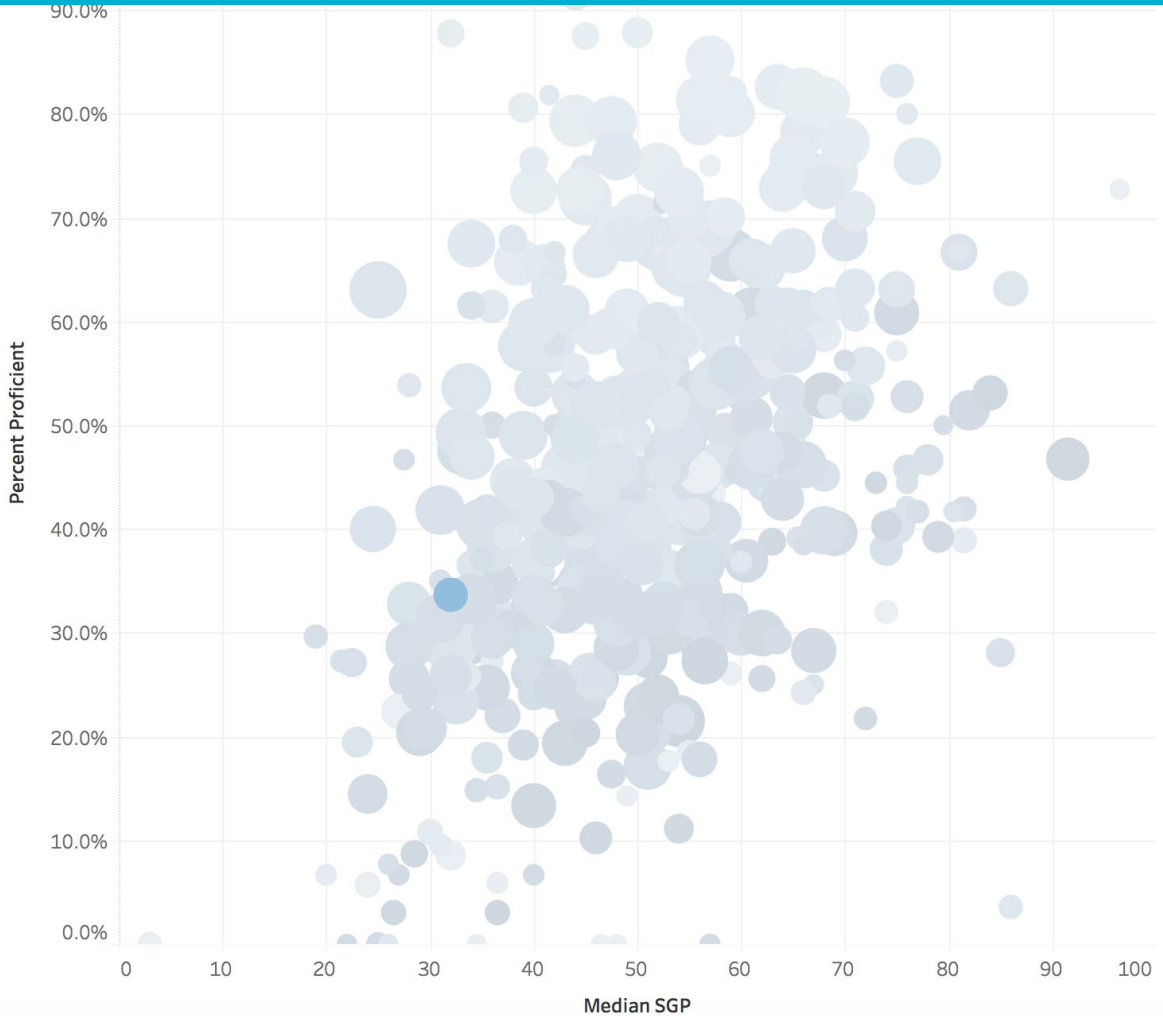
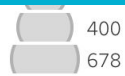
All Students ▼

Highlight My District

South Whidbey S... ✕

Highlight My School

Highlight School... 🔍



## 7<sup>th</sup> Grade:

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

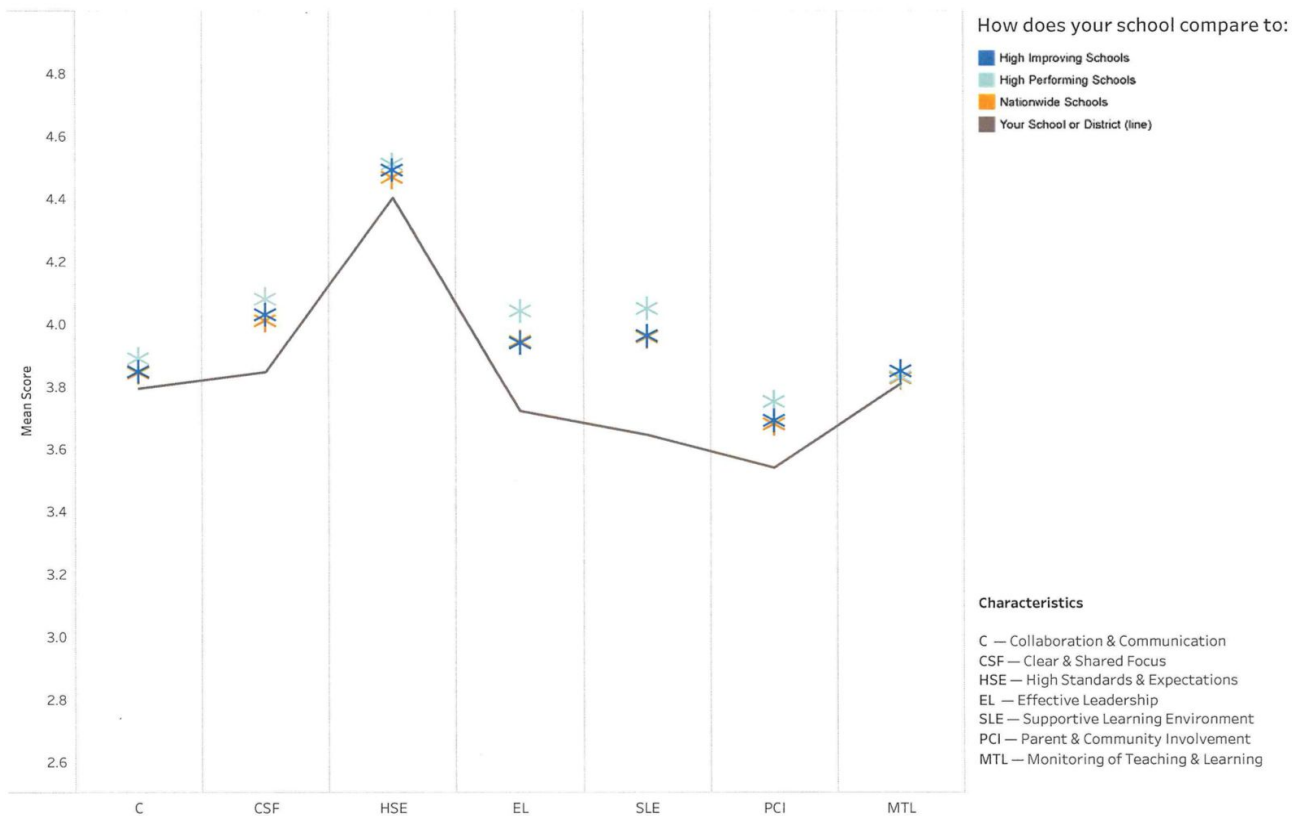


## 8<sup>th</sup> Grade:

ELA	Math	Year
67%	34%	15/16
57%	36%	16/17
52%	44%	17/18

## 9 Characteristics Comparison - Mean Scores

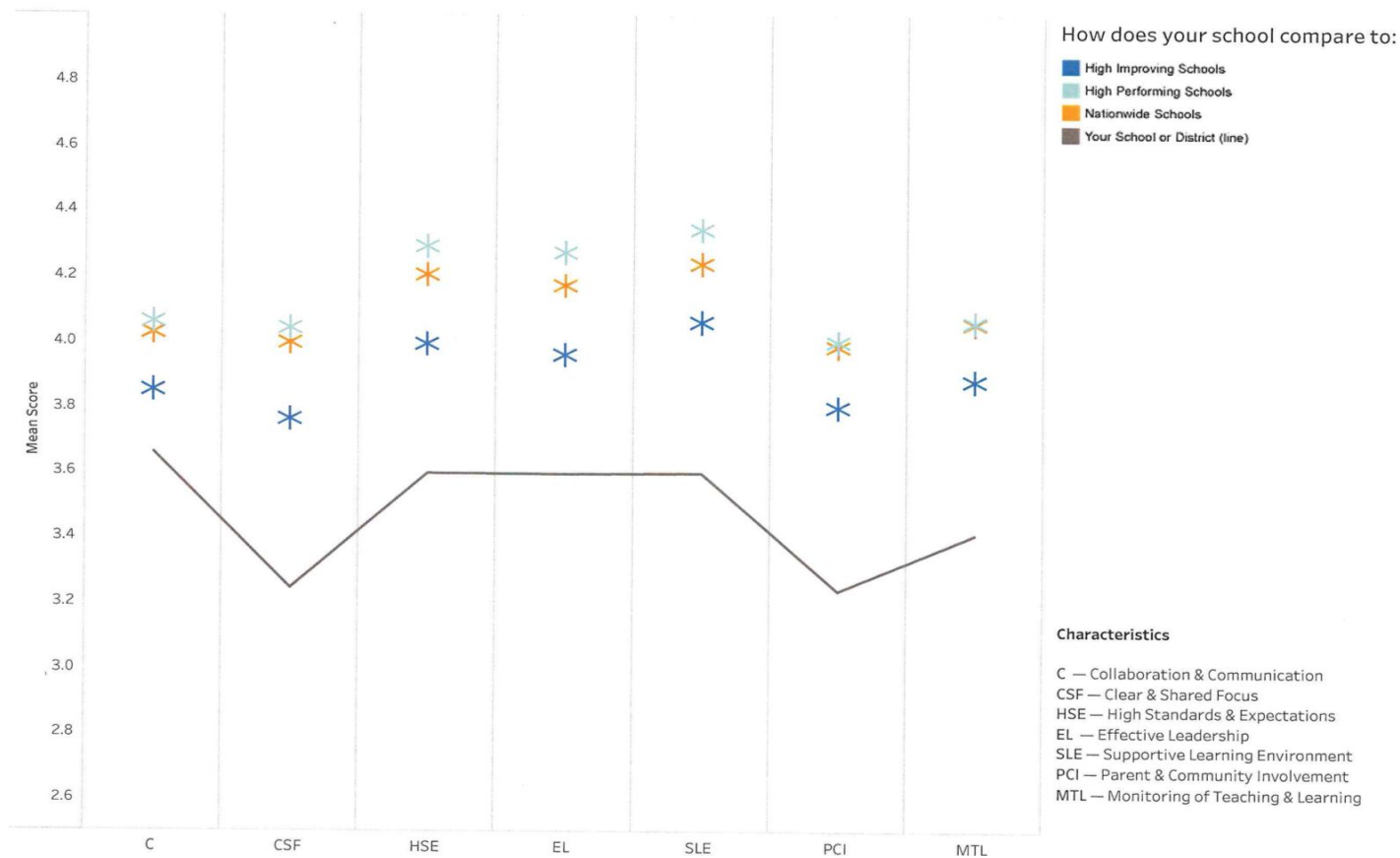
South Whidbey Middle School



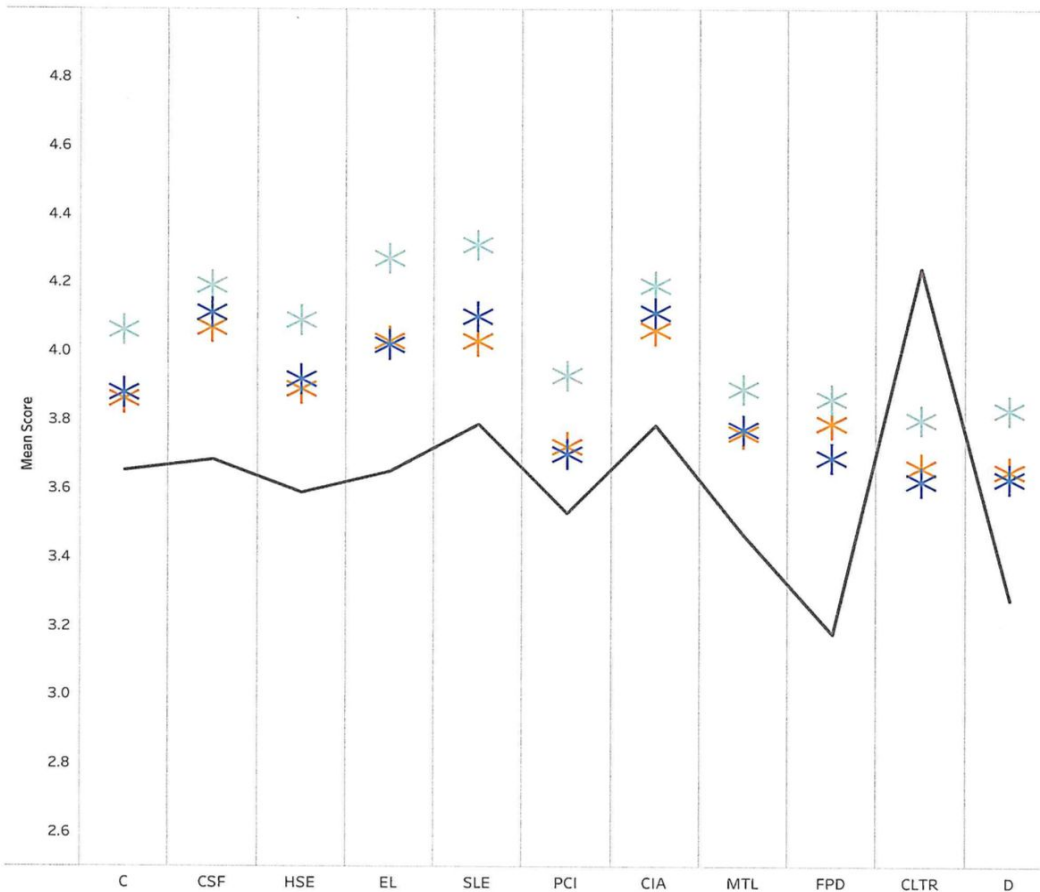
Student

## 9 Characteristics Comparison - Mean Scores

South Whidbey Middle School



parent



Staff

# Areas of interest

Staff: Clear and Shared Focus, Effective Leadership, Focused professional development

Students: Supportive learning environments

Parents: Clear and Shared Focus, Parent and community involvement

# South Whidbey Middle School School Improvement Plan Goals 2018 - 2019

**Goal One (ELA):** Students will gain a percentile growth of 60% or greater on the 2019 assessment.

**Goal Two (Math):** Students will gain a percentile growth of 60% or greater on the 2019 assessment.

**Goal Three:** Middle School will build a culture around restorative practices, community, and social emotional learning.

# South Whidbey Middle School (overall)

- |   |   |  |  |  |              |
|---|---|--|--|--|--------------|
| 1   | Students will be at grade level and evidence meeting state standards in ELA | 2  | Students will be at grade level and evidence meeting state standards in Math | 3  | Culture Goal |
| <b>Measurement:</b><br><br>ELA targets across the disciplines,<br><br>formative assessments, interims, and SBAC |   | <b>Measurement:</b><br><br>PLC created formative assessments, interims, benchmark assessments from Big Ideas, and SBAC |  | Cultural development: Staff will be clear on focused goals,<br><br>Leadership will be clear on direction and include professional development,<br><br>Greater communication between school and community |              |

## Measurement:

ELA targets across the disciplines,

formative assessments, interims, and SBAC

## Measurement:

PLC created formative assessments, interims, benchmark assessments from Big Ideas, and SBAC

Cultural development: Staff will be clear on focused goals,

Leadership will be clear on direction and include professional development,

Greater communication between school and community

# Science Results SWMS 8th Grade

Year	School%	State% meeting standard
14/15	53.1	62.4
15/16	79.7	69.7
16/17	68.3	67.9
17/18	48.6	52.9



## This Year:

- Implementation of PLC program with focus on ELA across all classes. Targets are being intentionally hit in all classes.
- 7-8 mathematics implementation of new curriculum.
- Interims (SBAC) will continue being used in 7-8 ELA and Math
- Restorative Practice model and school wide behavior model program is being built.
- Health and Sexual Reproduction classes for 7-8 students created and has expanded to more time this year.
- Internet safety presentation to students and parents (in partnership with Island County Sheriff Dept) will continue.
- Successful beginning of MTSS program with Wednesday classes.
  - Enrichment and Intervention classes.

- A school wide approach to ELA and Math standards.
  - Every teacher is addressing one or more ELA targets in their lessons.
  - Example: teachers will use the Frayer Model as a means to address “Word Meanings” across the curriculums.
  - We will continue this project in hopes to create a bank of strategies that teachers can use to address standards.
  - We will expand this project and do the same for Mathematics.
- Structure of schedule is in place to have intervention classes.
  - Create system to monitor growth over time in these classes.

# Wednesday Academic Times

Last year:

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

This 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.

All students have access to enrichment classes (at least 2 per student)

During year, develop understanding of how to use data to be more intentional of what is taught inside the support classes.

# MTSS Model and Justification

## PLC:

The importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010).

Numerous studies have reinforced the concept of collaboration and intervention time being built into the routine schedule.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work™* (2nd ed.). Bloomington, IN: Solution Tree Press.

Mourshed, M., Chijioke, C., & Barber, M. (2010, November). *How the world's most improved school systems keep getting better*. London: McKinsey & Company.

## *Raising the Bar and Closing the Gap (DuFour, DuFour, Eaker, & Karhanek)*

It should come as no surprise that the “world’s best-performing school systems” ensure that every school **monitors the learning** of each student on a timely basis and implements a **systematic intervention plan** to assist struggling students rather than let them fall behind (Barber & Mourshed, 2007).

Did you mean it when you said the purpose of your school or district is to **help all students learn**? Was that a sincere declaration of intent and priority or politically correct hyperbole?

One of the critical questions all schools must address when they begin the PLC journey is “How will we respond when kids don’t learn?”

# John Hattie effect size

Hattie's work and research:

- Over 52,000 studies, over 240,000 students
- Work revolves around the effect size for major educational influences
  - Example: Ability grouping for gifted students .30 effect size
  - Manipulative materials on math .30 effect size
  - Homework .29 effect size
  - Outdoor/adventure programs .43 effect size
  - Teacher expectations .43 effect size
  - **Response to Intervention effect size 1.29**
- Effect size of .4 is equal to one year's growth

# From “The Why Behind RTI” Ed Leadership

## “The Wrong Questions”

“How do we raise our test scores?” (Leads to rigid decisions like strict pacing guides to ensure teaching all required state standards)

“How do we Implement RTI?” (Educators create and follow “checklists” such as requiring universal screening assessments) Does this address the fundamental issue?

“What’s wrong with this kid?” (Initial thought is the student has a deficit and are pushed into programs like SPED)

# The Right Questions

“What is the fundamental purpose of our school?” (Provide students with the skills and knowledge needed to be a self-sufficient, successful adult)

“What knowledge and skills will our children need to be successful adults?” (Look at standards and address those that are in need. Simplify)

“What must we do to make learning a reality for every student?”

Targeted Instruction + Time = Learning



Wednesday						
<b>7th/8th Grade Schedule</b>	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4 (51min)</b>	<b>Lunch</b>	<b>Period 5</b>
<b>7th Grade Teachers</b>	<b>7:45-8:40 (55min)</b>	<b>8:44-9:39 (55min)</b>	<b>9:43-10:38 (55min)</b>	<b>10:41-11:36 (55min)</b>	<b>11:36-12:06(30min)</b>	<b>12:10-1:00(50min)</b>
Davis	Math Intervention (12)	Math Intervention (12)	Math Intervention (12)	Math Intervention (12)		Prep *
Milan	Prep	No Child Left Inside (25)	Changemakers (25)	Classroom Support/Independent Studies (25)		Classroom Support/Independent Studies
Bakeman	ELA Intervention (12)	ELA Intervention (12)	Prep	ELA Intervention (12)		Journalism (25)
Donnelly	Current World Issues (25)	Prep	Exploring Trails (25)	Exploring trails (25)		Current World Issues (25)
<b>8th Grade Teachers</b>						
Sakaguchi	Math Intervention (12)	Algebra 1 (30)	Prep	Math Intervention (12)		Math Intervention (12)
Zisette	Prep	Marine Studies	Marine Studies	Math/Science Support		Math/Science Support
Mack	ELA Intervention (12)	Book Club (20)	ELA Intervention (12)	Prep		ELA Intervention (12)
Bergquist	Prep	Greek Mythology (25)	Greek Mythology	Greek Mythology (25)		Greek Mythology (25)
Sage - Shop	Community Service Project (25)	Community Service Project Beautiful Boxes (25)	Community Service Project (25)	Prep		
Jokinen - gym	Prep	Intro to Boxing (25)	Intro to Boxing (25)	Team Rec Sports (40)		Team Rec (40)

Wills	mastery and core balances (25)	mastery and core balances (25)	Classroom Support	classroom support		Prep
Harshman	MS Band (50)	5/6				HS
Gioseffi	SPED (10)	Prep	SPED (10)	SPED (10)		SPED (10)
Emmy (Health)	Health (25)	Health (25)	Health (25)	Health (25)		Health (25)
TOTAL	74					
NEED TO SCHEDULE	40-50	40-50	30-40	30-40		60-70
<b>7th/8th Grade Schedule</b>	<b>Period 1 -</b>	<b>Period 2</b>	<b>Period 3 -</b>	<b>Period 4</b>	<b>Lunch</b>	<b>Period 5</b>
<b>7th Grade Teachers</b>	<b>7:45-8:40 (55min)</b>	<b>8:44-9:39 (55min)</b>	<b>9:43-10:38 (55min)</b>	<b>10:41-11:36 (55min)</b>	<b>11:36-12:06(30min)</b>	<b>12:10- 1:00 p.m. (50 min)</b>
	Enrichment (15) - Garden/Culinary	Enrichment (20) - SEL / No Child Left Inside		Culinary Program / Living by design (8)		Culinary Nutrition Living by Design / SWCC (8) - Same kids as 4th Period
		Enrichment (15) - CERAMICS / RAABE		create space 16		Create Space
			Yearbook (20)	Mixed Media Art (12)		Builder's Club / Admundson (30)
				Cross Fit (12) - 11:00 to 12:00		Mindfulness (12) - 12:00 - 1:00 (same kids as CrossFit)
						Tiger Martial Arts (12) (same kids as mixed media)

Data points we will be looking at over the year:

- SBA scores
- CFAs (common formative assessments)
- Summative classroom assessments aligned with standards
- PLC work

# Future

How do we respond

- 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 in process

Reality: The system must have buy in from all stakeholders. The schedule provides the structure which is the first step.

PD and implementation must follow.

There are multiple examples of Intervention models in schools and districts. Staff have been given times to have conversation and offer input. They have agreed to this model.

Questions/comments

# Curriculum and Instruction update

- Mathematics implementation
  - PD for the K-4 will have three sessions over the year
  - PD for the 5-12 has taken place. More support is being given from our curriculum rep at no additional cost
  - Implementation checklist is being built and will be in classrooms by December
  - Future goal is to have vertical teams discuss alignment across grade levels
- ELA
  - Adoption has been put on hold
  - A few teachers have agreed to pilot Engaged New York ELA curriculum
  - Low cost option to build foundation for vertically aligned ELA map for students K-12

Engagement strategies template is being built and will be in classrooms by December of this year.

Combined with strategies that teachers can use for student dialogue and more student centered lessons.

Ex: “Save the last Word” protocol for students (Every student must offer a voice to the small group. High engagement and high equity is achieved.

Questions/Comments

# **S.W.H.S./S.W.A. 9-12**

## **S.I.P. Goals**

### **2018-2019**

**Goal One:** During the 2018-2019 school year, we will focus on the lowest performing strands of last year's 8th Grade E.L.A. SBAC test. Focusing on the low performing strands, we will use interim assessments to measure progress.

**Goal Two:** By the end of the 2018-2019 school year, 60% of 11<sup>th</sup> and 12th graders who have not previously passed a math state assessment, will increase a measure score level.

**Goal Three:** By the end of the 2018-2019 school year, 95% of 11th graders will take the new science test, the Washington Comprehensive Assessment of Science(WCAS) to provide baseline data. This test is not a graduation requirement until the class of 2021(current 9th graders).

**Goal Four:** By the end of the 2018-2019 school year, the Character Strong Curriculum will be implemented in all Falcon Advisories. The primary purpose of the Falcon Advisories is to teach social emotional learning. Data comparisons will be made utilizing past and present Healthy Youth Surveys.



# South Whidbey High School

## Academic Goals

2018-2019

### 1 E.L.A.

**Measurement:** E.L.A targets across disciplines, formative assessments, interims and SBAC.

**Supports:**

PLC's  
Dbl. Block Eng 9  
Membean/SAT Prep  
Tech TOSA- Data mine  
Literacy- ALL  
Disciplines

### 2 Math

**Measurement:** Math targets, formative assessments, interims, SBAC.

**Supports:**

PLC's  
Big Ideas- Curriculum  
Dbl. Block Algebra  
Bridge to College  
Tech TOSA- Data mine

### 3 Science

**Measurement:** Science targets, practice WCAS to get data, formative assessments and WCAS.

**Supports:**

PLC's  
Tech TOSA- Data mine  
Practice WCAS  
WCAP Portal- Practice Tests



## THE WHY

“The research shows that when a school takes time to cultivate a culture of character and develop social-emotional skills, grades go up and bad behavior goes down. It makes sense - when kids feel safe and supported, they perform better and *want* to be there. When students learn the value of kindness, service, and empathy, they don't just walk out of school being competent at math and science - they walk away being capable, compassionate people.”

*-Houston Kraft (CS)*

# Falcon Advisories

Every Wednesday :30 mins.

## **CHARACTER STRONG LESSONS:**

- Diversity and Acceptance
- Community Building
- Habit Development
- Kindness
- Personal Branding
- Mindfulness
- Emotional Intelligence
- Character Development
- Goal Setting
- Stress Management
- The Law of Influence
- Growth Mindset
- Civil Discourse
- Keystone Habits
- Selflessness
- Conflict Resolution
- Empathy
- ETC

## **ACTIVITIES:**

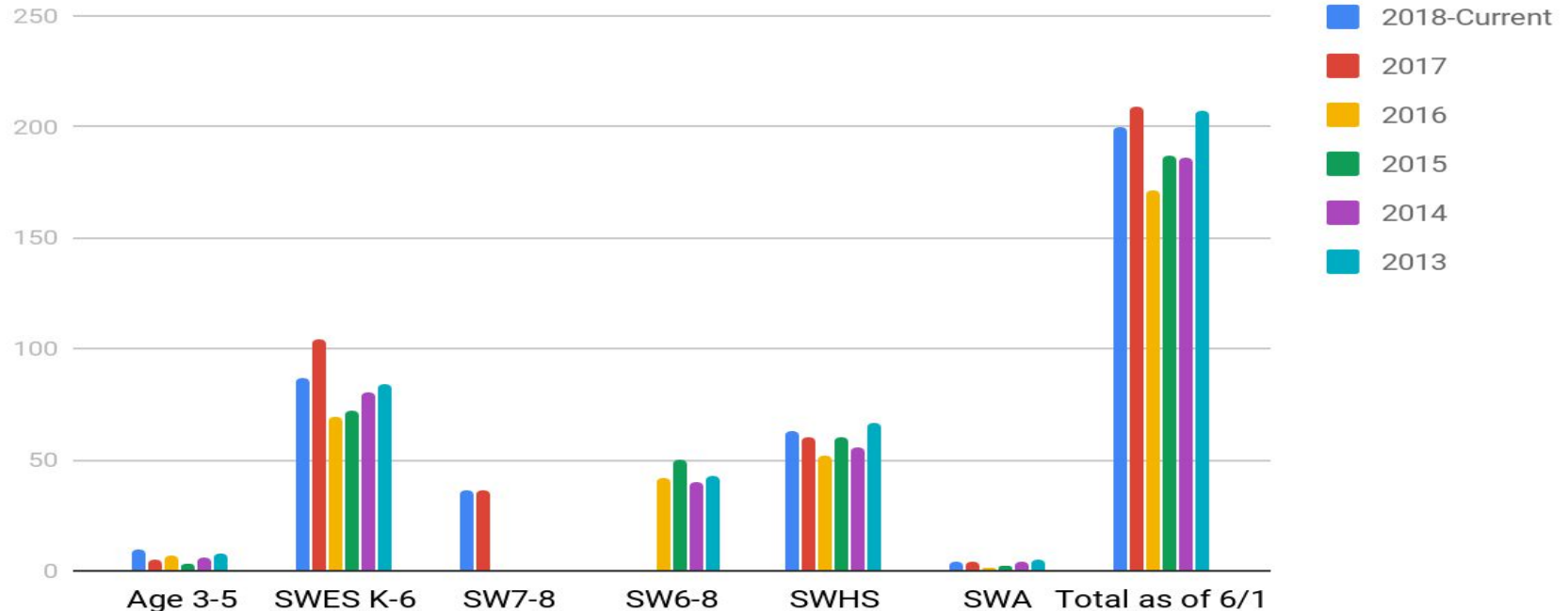
- Class Pre-Registration
- Assemblies
- Class Meetings
- Student Handbook Review
- Tutoring- Academic help
- Enrichment
- Guest Speakers
- Club Fair
- Club Meetings
- Election Speeches
- Voting for elections, HC, Prom, etc.
- Surveys- Healthy Youth
- State Testing
- State Testing Prep
- ETC

# SWSD Special Education – S.I.P. Components

- Support PLC Development
- Assessment
- Social/Emotional Learning Standards
- Preschool Interventions
- Curriculum Alignment
- Safety Training - Right Response
- Adaptive Physical Education 7-12
- K-6 Realignment of Services
- 9-12 - Support Lab Reorganization 9-10 & 11-12
- 7-12 Intensive Support Reorganization

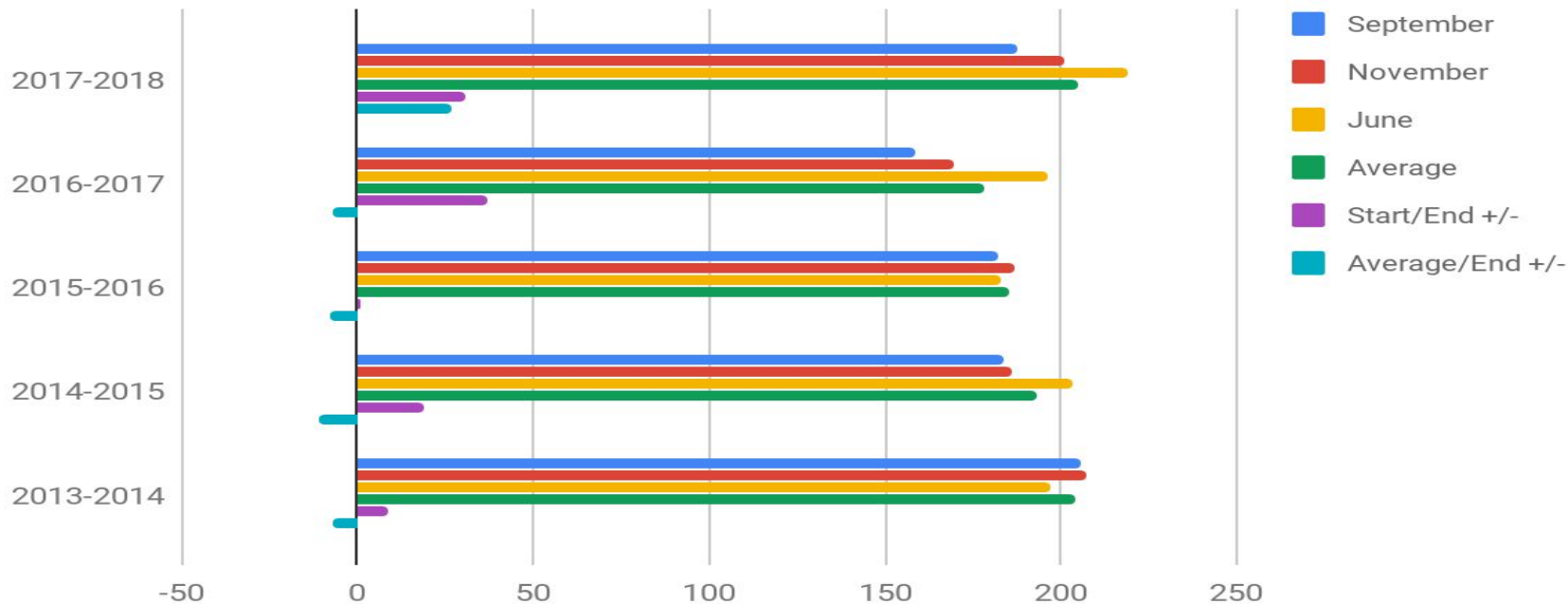
# South Whidbey Special Education

SWSD - Special Education Count by School



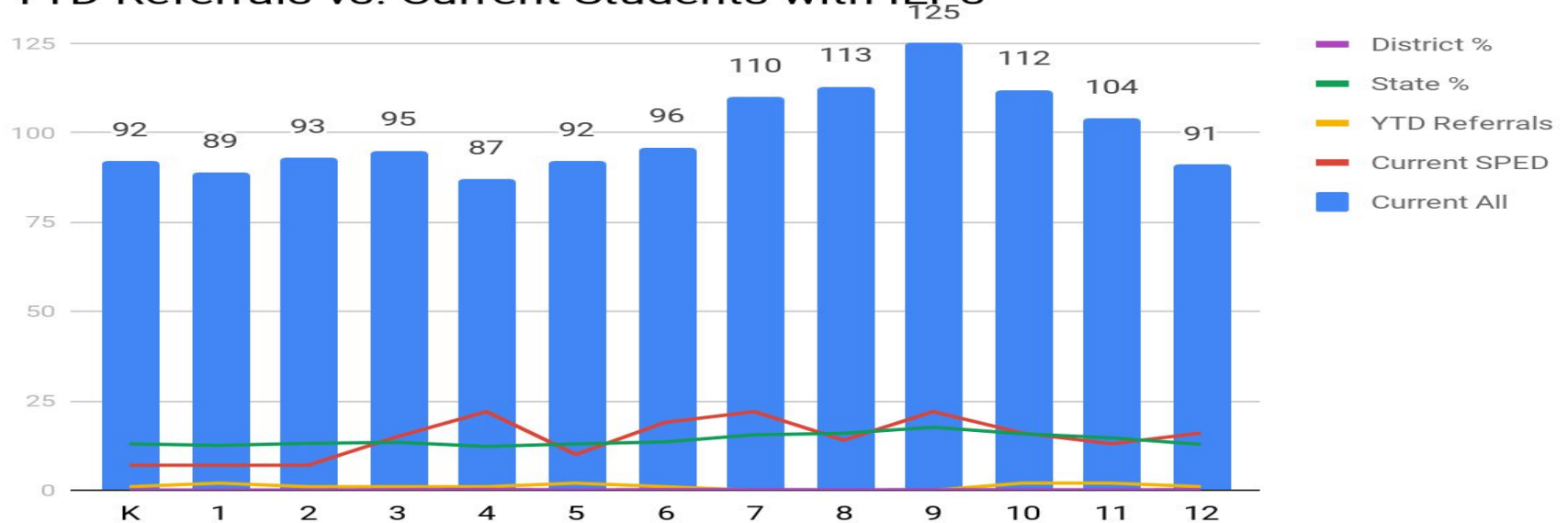
# SWSD - 6/1 Federal Count

September, November, June, Average, Start/End +/-...



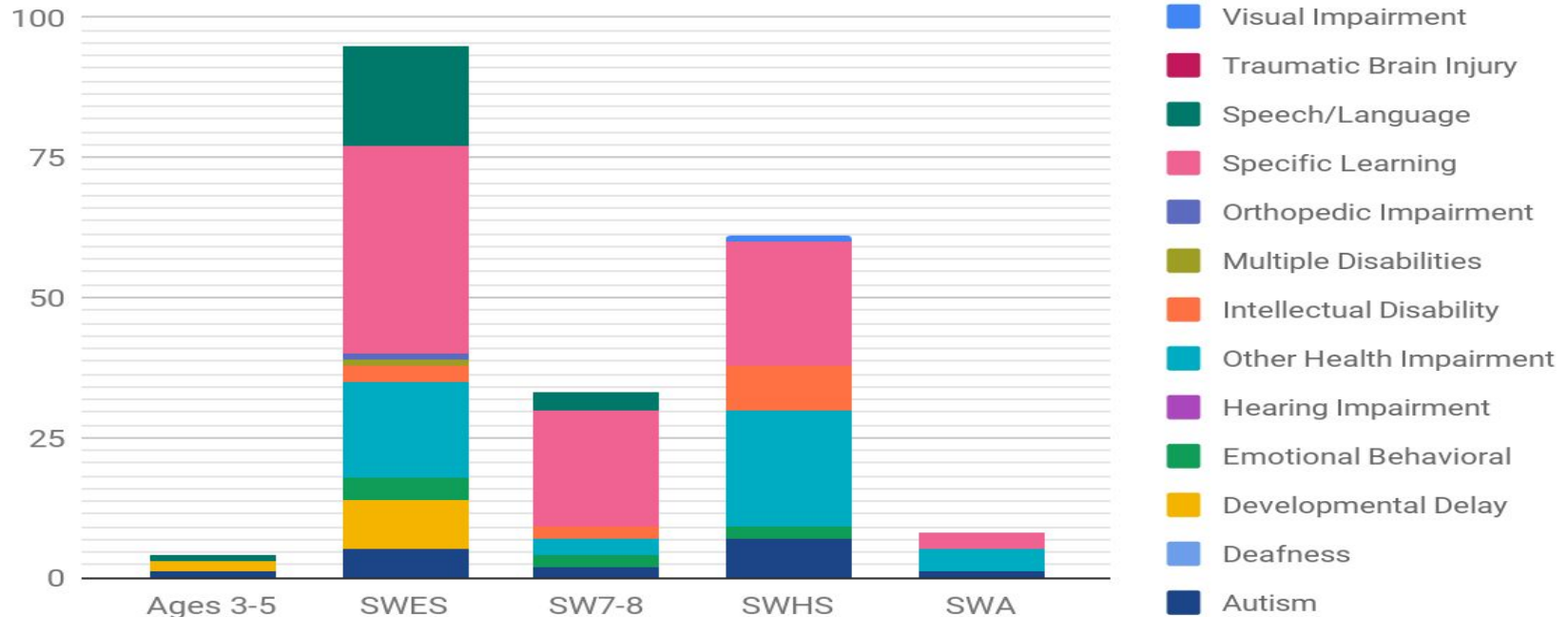
# SWSD Special Education – Enrollment by Grade

YTD Referrals vs. Current Students with IEPs



# South Whidbey Special Education

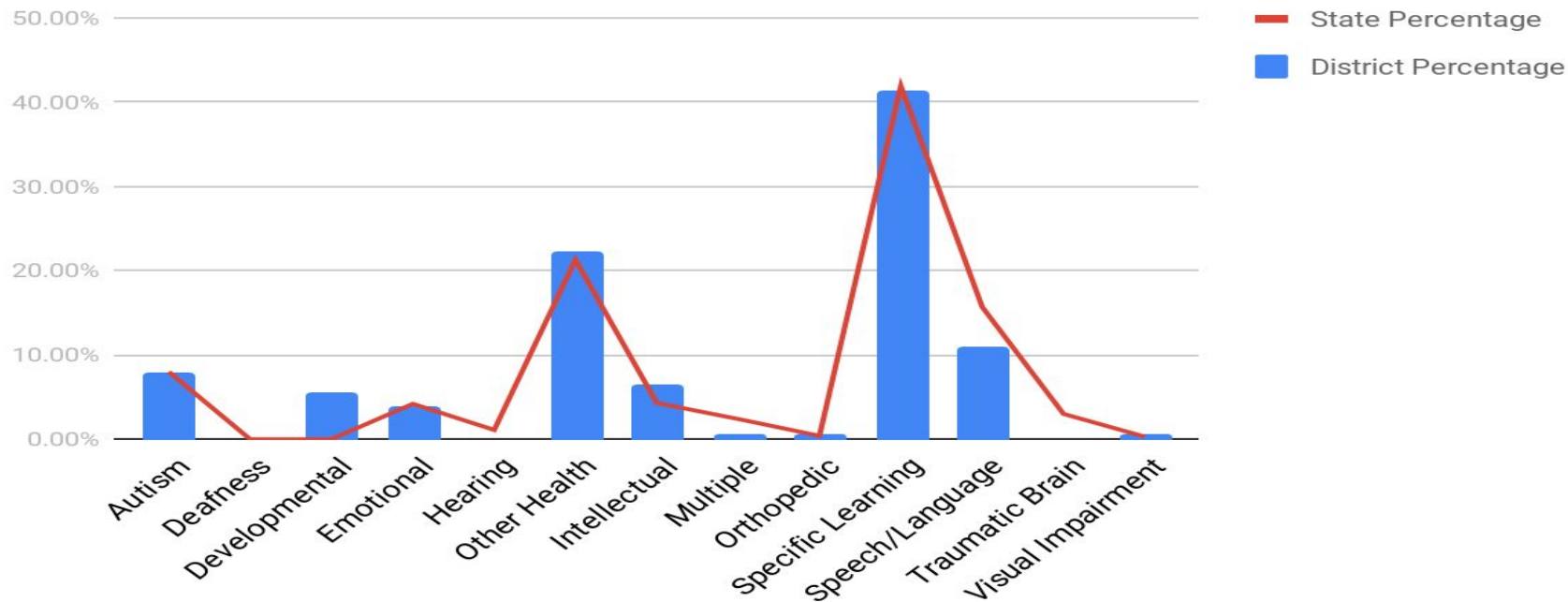
Disability by School





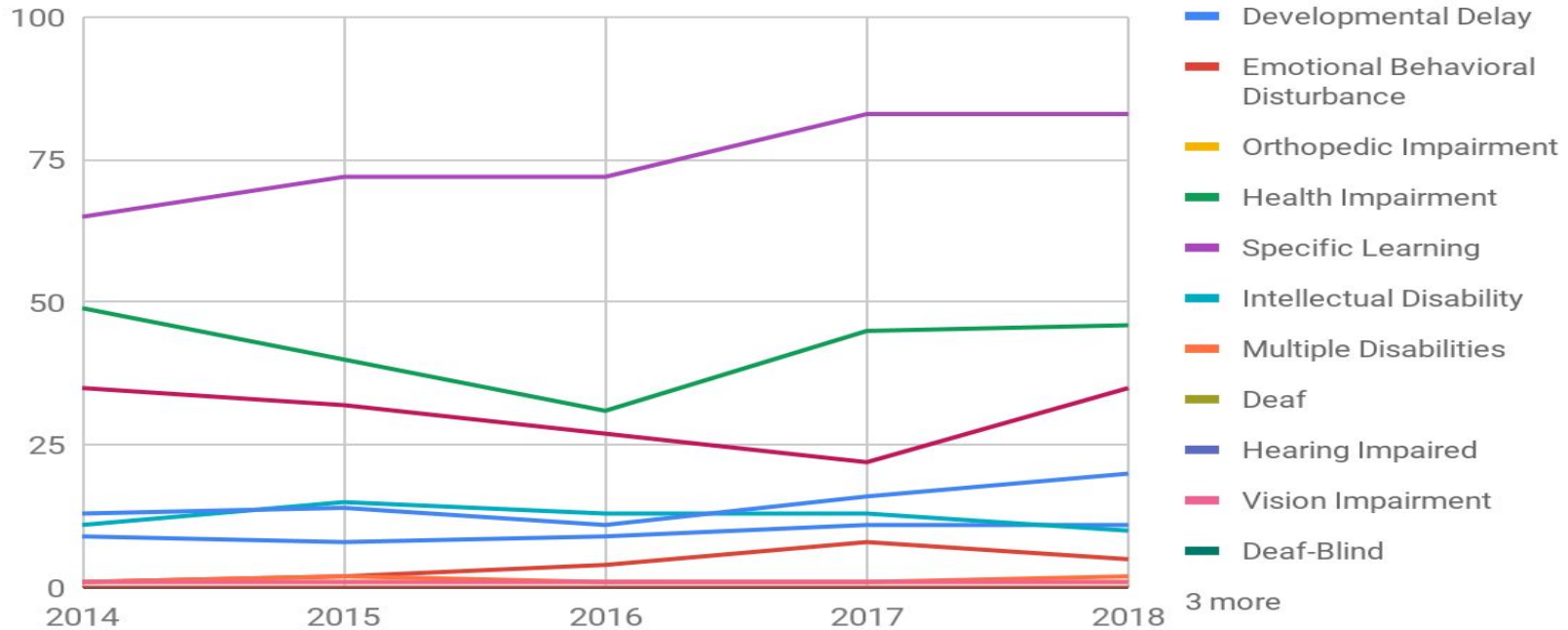
# SWSD - State Comparison?

SWSD vs. State % of Disability



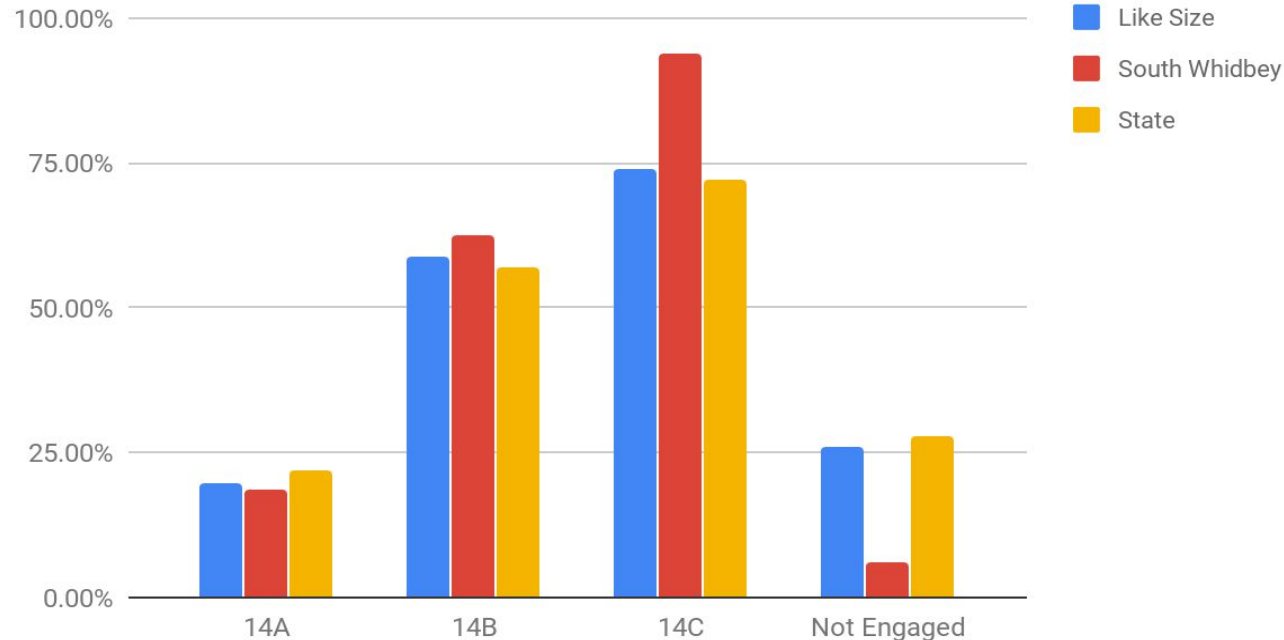
# 5 Year Disability Enrollment Trend

Disability Enrollment Trend



# SWSD - SPEED Post-School Outcomes

SWSD - 2016-17 - 17 Leavers from SWHS



14A-Higher Ed  
14B-Higher Ed or  
Competitive  
Employment  
14C-Higher Ed,  
Competitive  
Employment, Some  
Other Post  
Secondary Ed or  
Training or Some  
other Employment

# Special Education Staffing 17-18

9 Teachers, 1 contract TVI, 1 contract O & M

2 Speech/Language Pathologists

1 (.8) Occupational Therapist

2 School Psychologist

23 Paraeducators

1 Special Services Administrative Support