

South Whidbey SD

School Improvement Plans

2017-2018

SWES

Collaborative teams within the school functioning as PLCs focus their work on these four critical questions

1. What is it we expect our students to learn? (standards/expectations)
2. How will we know when they have learned it? (assessments)
3. How will we respond when some students do not learn? (interventions)
4. How will we respond when some students already know it? (enrichment)

SWES Goals

1

Every student will be at or above grade level in reading

Measurement:

STAR Reading

DIBELS

2

Every student will be at or above grade level in math

Measurement

STAR Math

CBAs

3

Fully implement Tier 2 behavioral interventions and supports

Measurement

SWIS Referral data

Decrease in ODR

Our plan for Reading

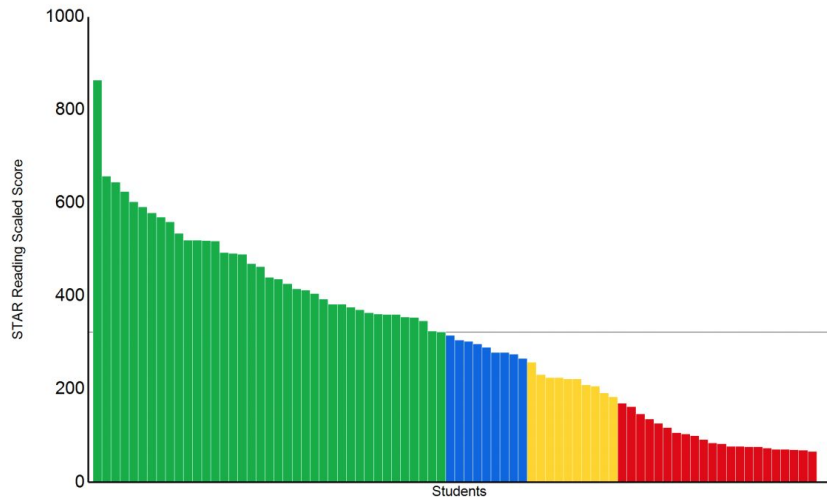
1. We have added additional interventions at the K-2 level and in sped Title/LAP interventions. All staff involved attended training on Oct. 9th
2. Interim Assessments to improve 3rd grade scores
3. We are continuing to
 - a. Increase time on interventions - cut down on transitions
 - b. Increase in class interventions and support
 - c. PLCs working together to find interventions and materials
 - d. Aligning the work between levels.

Plan for Math

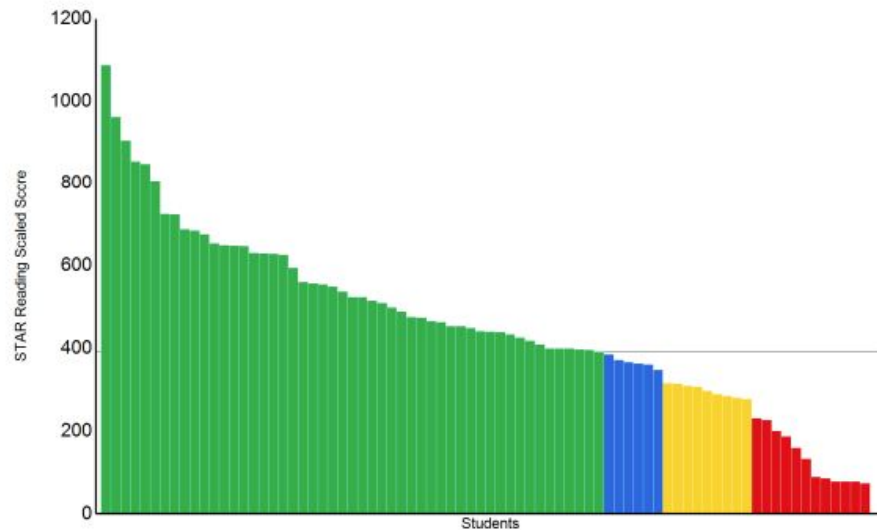
1. Increase teacher understanding of CCSS
2. Review math materials as part of the district math team
3. Collaboration
 - a. Assessments
 - b. Interventions
 - c. Data Reviews
4. Increase in class interventions and support
 - a. PLCs worked on goals for the year and reported out to the principal

Grade: 3

ELA



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 323 SS	At/Above 40 PR	39	49%
Category Total			39	49%
Below Benchmark				
On Watch	Below 323 SS	Below 40 PR	9	11%

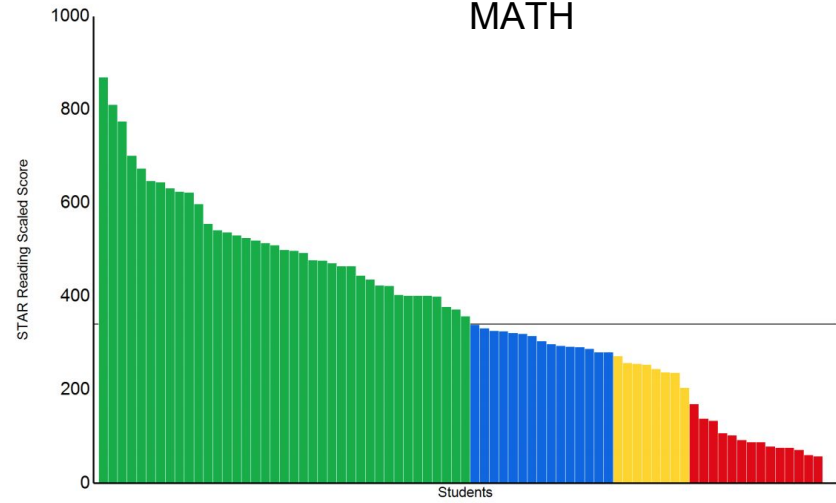


Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 392 SS	At/Above 40 PR	51	65%
Category Total			51	65%
Below Benchmark				
On Watch	Below 392 SS	Below 40 PR	6	8%

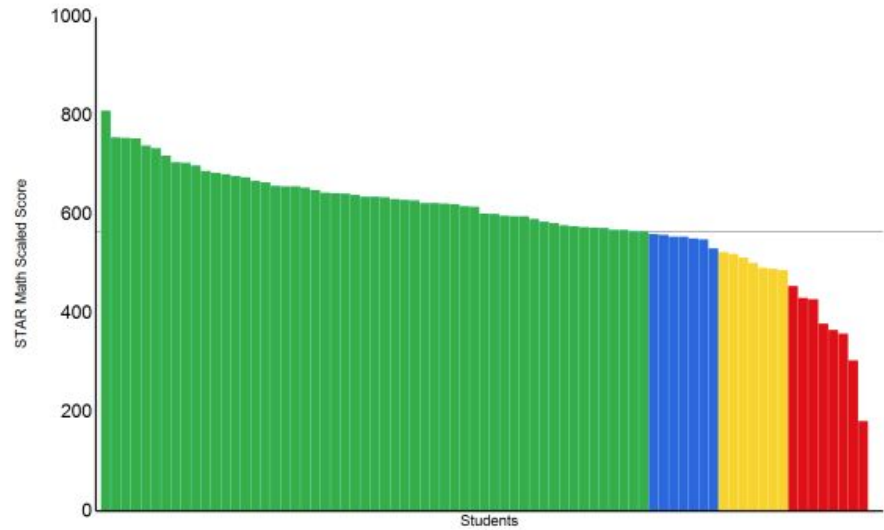
Improvement from 60% to 73%

Grade: 3

MATH



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 341 SS	At/Above 40 PR	39	51%
Category Total			39	51%
Below Benchmark				
On Watch	Below 341 SS	Below 40 PR	15	20%



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 565 SS	At/Above 40 PR	55	71%
Category Total			55	71%
Below Benchmark				
On Watch	Below 565 SS	Below 40 PR	7	9%

IMPROVEMENT 71% TO 80%

State Data

How do we compare to other schools?

569 schools received the letter they also scored less than 60% on the SBAC for ELA

2016-17 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	52.6%	57.8%
4th Grade	55.2%	54.3%

2016-17 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	56.4%	45.8%

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	80	60%
Grade 4	95	53%
Grade 5	107	49%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	80	49%
Grade 4	95	47%
Grade 5	107	35%

2017-2018

10% increase in the cohort from 3rd to 4th ELA
8% increase in the cohort from 3rd to 4th Math

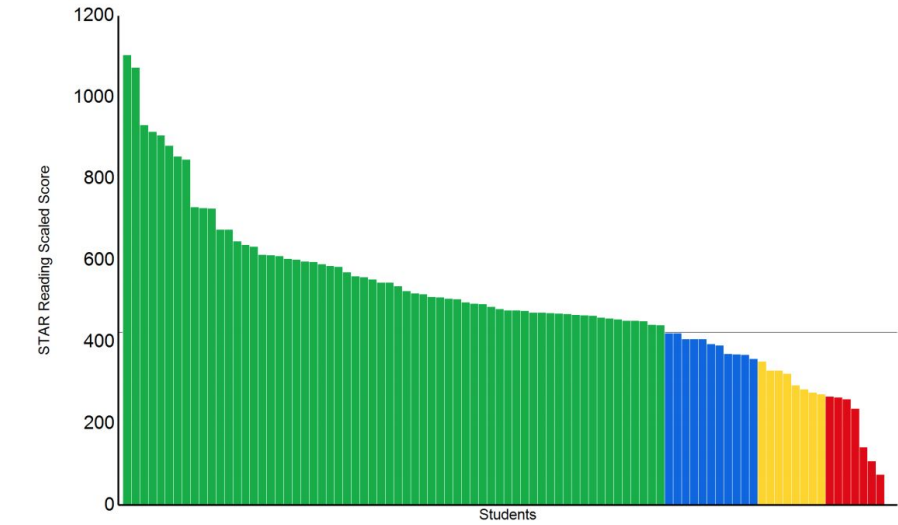
4th Grade attributes gains partially
As a result of using Interim assessments

Current 3rd grade 49% in 2016-17 to 53% in 2017-2018 in
Math

Current 3rd grade ELA is still calculating, not all students
assessments have been scored

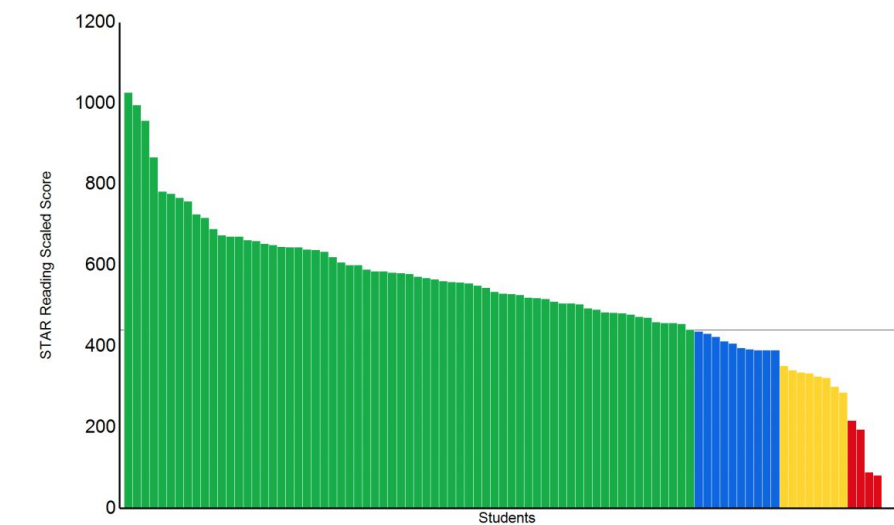
ELA/Literacy			Mathematics		
Grade 4	90	70%	Grade 4	89	57%

Grade: 4



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 424 SS	At/Above 40 PR	64	71%
Category Total			64	71%
Below Benchmark				
On Watch	Below 424 SS	Below 40 PR	11	12%

Grade: 4



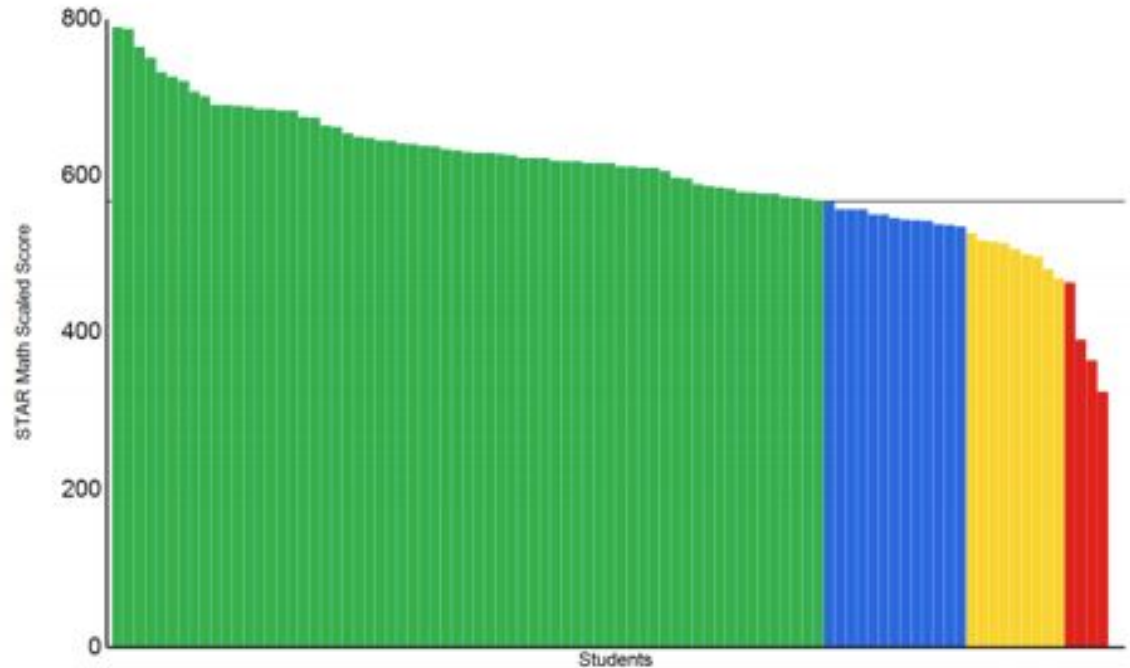
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 441 SS	At/Above 40 PR	67	75%
Category Total			67	75%
Below Benchmark				
On Watch	Below 441 SS	Below 40 PR	10	11%

STAR Math 4th Grade

Great Place to START!!!!!!

85% are “on watch” (blue)
or at/above grade level (green)
MUCH higher than where we
started in 2016-17

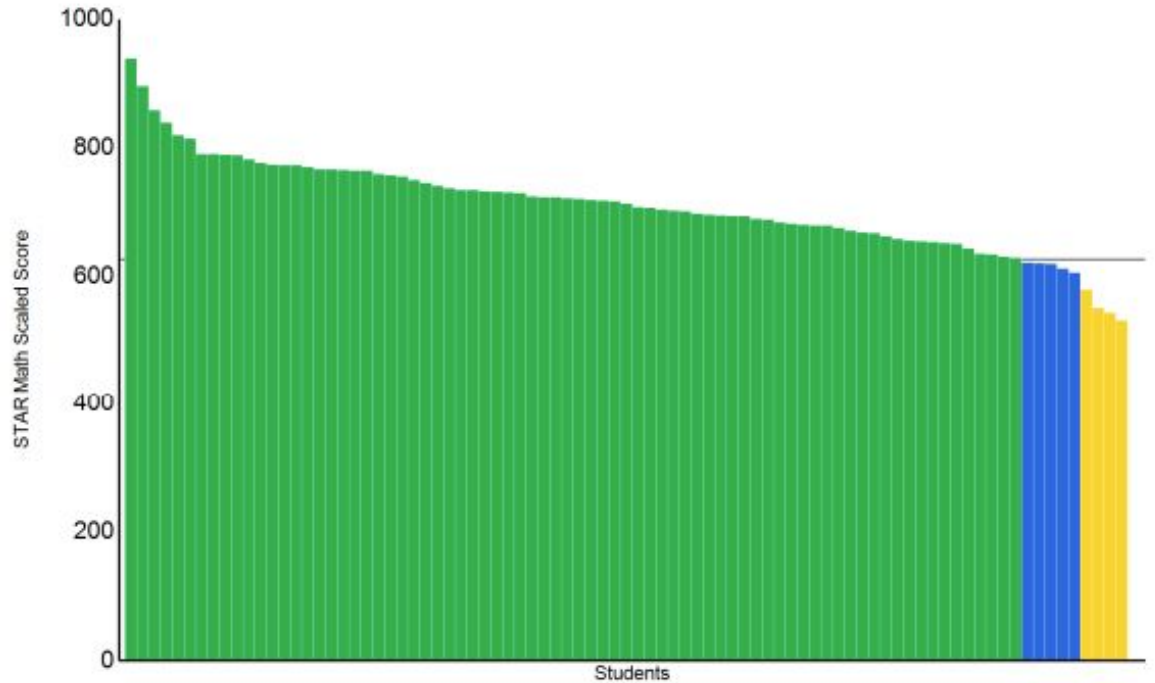
Grade: 4



Current Math

What's the PLAN!

Interim Assessments starting
at the beginning of the year!



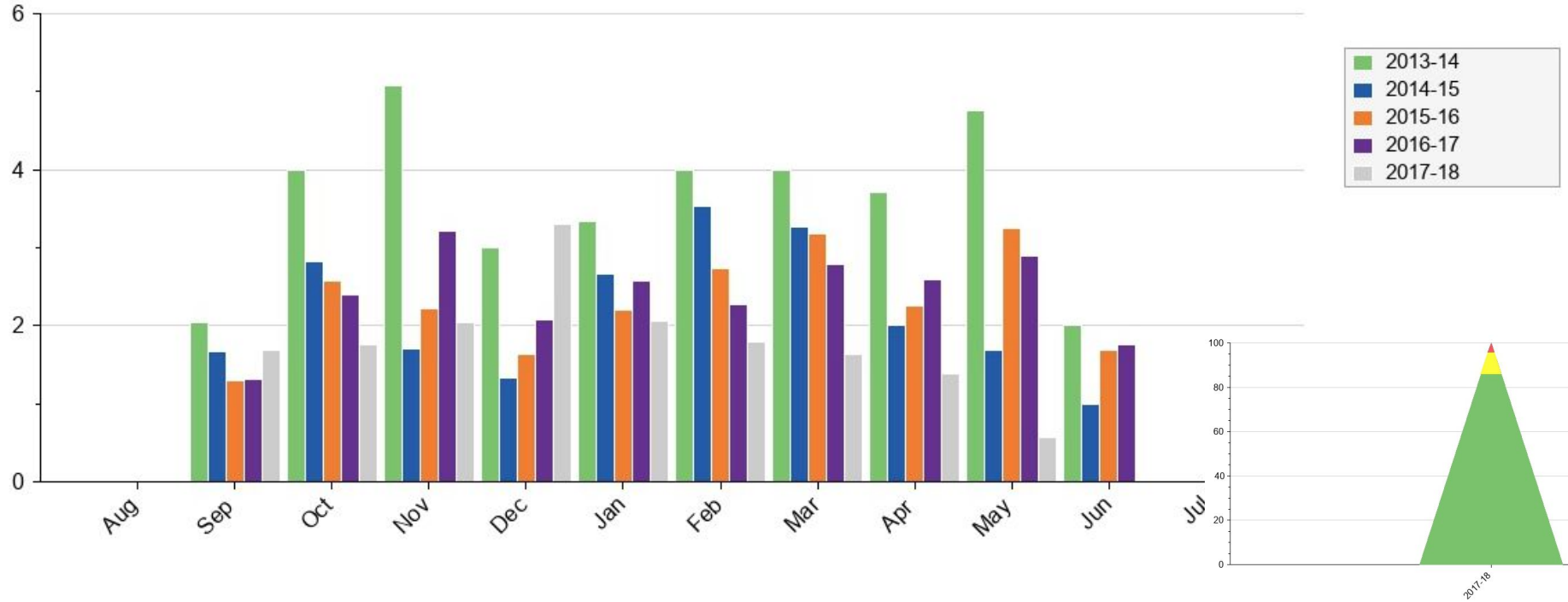
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 627 SS	At/Above 40 PR	76	89%
Category Total			76	89%
Below Benchmark				
■ On Watch	Below 627 SS	Below 40 PR	5	6%

PBIS and LAP

1. Develop new CST process - we changed it, but had some struggles and will continue to review and modify next year
 - a. Intervention and support meetings Observations CICO
2. Review SWIS data monthly - we did this and we have changed plans for this year and will implement a number of new interventions
 - a. Reconfigured our lunch schedule
 - b. Orca Central
3. Provide additional support for students
 - a. Revising the plan and how to intervene with students
4. Behavioral support through LAP - implemented
5. We have added
 - a. Sanford Harmony Skills Activities
 - b. Responsive Classroom Activities
 - c. Increased inclusiveness activities (anti-bullying videos and activities)
 - d. Skills groups for kids needing additional social emotional support

Average Referrals Per Day Per Month - Multi-Year

All, 2013-14 - 2017-18



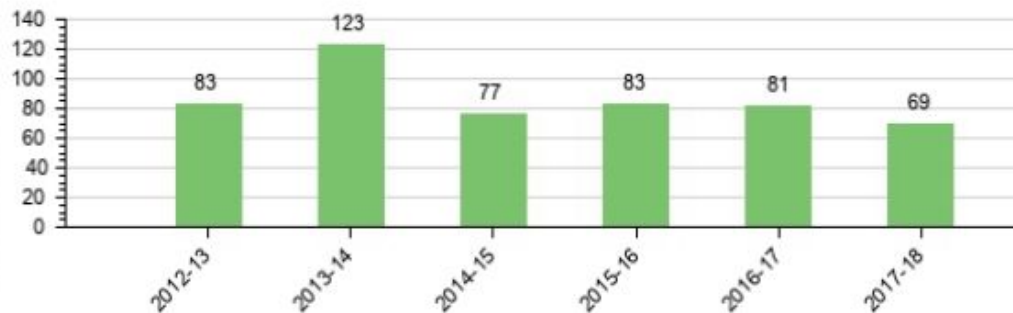
December is high because it has an extra week compared to previous years.

Referrals Per 100 Students Per Year

All Referrals



Referrals Per 100 Students



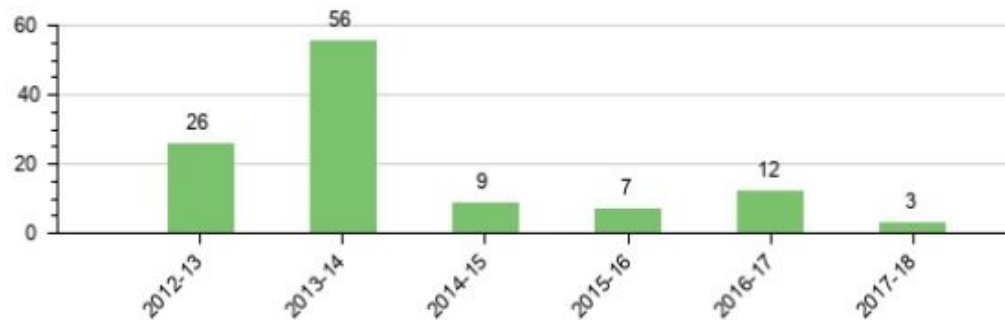
School Year

Referrals Per 100 Students Per Year

Major



Referrals Per 100 Students



FUTURE PLANS

Specialists - addition of technology

Schedule - K-6 together.

South Whidbey Middle School

1

Students will be at grade level and evidence meeting state standards in ELA

Measurement:

STAR assessment (fall, winter and spring), formative assessments, interims, and SBAC

2

Students will be at grade level and evidence meeting state standards in Math

Measurement:

STAR assessment (fall, winter and spring); formative assessments, interims, and SBAC

3

In spring 2019 students in grades 5 and 8 will meet state standard on the SBAC for science.

Measurement:

Scoring rubrics, Classroom formative and summative assessments, interims (if applicable)

Students in grades 6 and 7 will vertically align with 5 and 8.

South Whidbey Middle School

School Improvement Plan Goals

2018 - 2019

Goal One (ELA): Students who scored level 1 and level 2 on the state exam will move to level 2 and 3 on the 2019 assessment.

Goal Two (Math): Students who scored level 1 and level 2 on the state exam will move to level 2 and 3 on the 2019 assessment.

Goal Three: Curriculum adoption of ELA materials will support meeting standards for all grade levels.

This year:

- Successful transition from LMS to new model of 5-8 program.
- 5th and 6th graders evidenced success in a multi-classroom environment.
- 6-8 mathematics pilot of new curriculum and successful adoption.
- Interims (SBAC) have been implemented in the 5-8 ELA and Math classes.
- Beginning stages of Restorative Practice model and school wide behavior model program.
- Health and Sexual Reproduction classes for 5-8 students created and will expand.
- Internet safety presentation to students and parents (in partnership with Island County Sheriff Dept) This will continue.

Data points we will be looking at over the year:

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

Current 5th graders Cohort:

	ELA	Math
3 rd grade:	58%	55%
4 th grade:	52%	47%
5 th grade:	58%	43%

Performance on the Smarter Summative ELA/Literacy Grade 5 Test: South Whidbey School District, 2017-2018

Breakdown by:

All

Test Event:

All

Go

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	79003	2521 ± 0	60	21 18 32 29
South Whidbey School District (15206)	93	2508 ± 11	58	27 15 33 25

Performance on the Smarter Summative Mathematics Grade 5 Test: South Whidbey School District, 2017-2018

Breakdown by:

All

Test Event:

All

Go

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	64204	2521 ± 0	49	25 25 20 30
South Whidbey School District (15206)	95	2503 ± 10	43	28 28 21 22

Current 6th graders Cohort:

	ELA	Math
4 th grade:	63%	51%
5 th grade:	49%	35%
6 th grade:	48%	34%

Performance on the Smarter Summative ELA/Literacy Grade 6 Test: South Whidbey School District, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	79684	2539 ±0	57	<div><div>20</div><div>23</div><div>35</div><div>22</div></div>
<div>South Whidbey School District (15206)</div>	104	2522 ±10	48	<div><div>22</div><div>30</div><div>33</div><div>15</div></div>

Performance on the Smarter Summative Mathematics Grade 6 Test: South Whidbey School District, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	68654	2540 ±0	48	<div><div>25</div><div>27</div><div>22</div><div>27</div></div>
<div>South Whidbey School District (15206)</div>	106	2503 ±11	34	<div><div>35</div><div>31</div><div>18</div><div>16</div></div>

Current 7th graders:

	ELA	Math
5 th grade:	72%	50%
6 th grade:	59%	45%
7 th grade:	67%	50%

Performance on the Smarter Summative ELA/Literacy Grade 7 Test: South Whidbey School District, 2017-2018

Breakdown by:

All

Test Event:

All

Go

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	78532	2569 ± 0	61	19 20 39 22
South Whidbey School District (15206)	114	2584 ± 8	67	13 20 43 24

Performance on the Smarter Summative Mathematics Grade 7 Test: South Whidbey School District, 2017-2018

Breakdown by:

All

Test Event:

All

Go

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	70772	2558 ± 0	50	25 25 23 27
South Whidbey School District (15206)	113	2555 ± 9	50	25 26 30 19

Current 8th graders:

ELA

Math

6th grade: 55%

28%

7th grade: 59%

35%

8th grade: 52%

42%

Performance on the Smarter Summative ELA/Literacy Grade 8 Test: South Whidbey School District, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	77965	2585 ±0	61	<div><div>17</div><div>22</div><div>39</div><div>22</div></div>
<div>South Whidbey School District (15206)</div>	105	2571 ±9	52	<div><div>22</div><div>26</div><div>36</div><div>16</div></div>

Performance on the Smarter Summative Mathematics Grade 8 Test: South Whidbey School District, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	61664	2573 ±1	48	<div><div>32</div><div>21</div><div>19</div><div>29</div></div>
<div>South Whidbey School District (15206)</div>	104	2554 ±12	42	<div><div>38</div><div>19</div><div>20</div><div>22</div></div>

Science Results SWMS 5th Grade

Year	School%	State% meeting standard
14/15	62.0	64.5
15/16	65.1	66.7
16/17	59.4	64.7
17/18	Waiting on results	

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	Waiting on results	

SIP components and look towards future

SIP to incorporate

- Engagement strategies in classrooms
- Peer observations for engagement
- Curriculum alignment, rigor, and adoption of curriculums to help with student achievement
- Continue and build on incorporating Interim Assessments from state
- RTI 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

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

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?”

RTI model and justification

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, Chijioke, & Barber, 2010).

In addition, if teams are going to carry out their responsibilities, the schedule must also provide frequent (daily?) time for students to receive additional support during the instructional day. 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.

RTI model and justification

Grades 5-6 will continue on schedule currently in place with exception:

- Progress monitoring time will become “homeroom” and moved before lunch
- Wednesdays will be used for PLC work and grade level teams for student support and achievement
- One section for 5-6 Mathematics Intervention and One section for ELA Intervention

RTI model and justification

Grades 7-8 will continue the current schedule (with minor time adjustments) on Monday, Tuesday, Thursday, and Friday.

Wednesdays will be intervention and enrichment day

- Five sections focused on Math and ELA intervention classes, classroom support, and enrichment offerings.

7th/8th Grade Schedule	Period 1	Period 2	Period 3	Period 4 (51min)	Lunch	Period 5	Period 6	PM
7th Grade Teachers	7:45-8:40 (55min)	8:44-9:39 (55min)	9:43-10:38 (55min)	10:41-11:36 (55min)	11:36-12:06 (30min)	12:10-1:05 (55min)	1:09-2:04 (55min)	2:08-2:30 (22min)
Davis	Math 7	Adv Math 7	Math 7	Prep		Math 7	Math 7	Progress Monitor
Milan	Prep	Science 7	Science 7	Science 7		Science 7	Science 7	Progress Monitor
Bakeman	ELA 7	ELA 7	ELA 7	ELA 7		Prep	ELA 7	Progress Monitor
Donnelly	Prep	History 7	History 7	History 7		History 7	History 7	Progress Monitor
8th Grade Teachers								
Sakaguchi	Math 8	Algebra 8	Prep	Math 8		Math 8	Math 8	Progress Monitor
Zisette	Science 8	Science 8	Prep	Science 8/Aviation		Science 8	Science 8	Progress Monitor
Mack	ELA 8	Prep	ELA 8	ELA 8		ELA 8	ELA 8	Progress Monitor
Bergquist	History 8	History 8	History 8	Prep		History 8	History 8	Progress Monitor
Sage - Shop	7/8 Elective	7/8 Elective	7/8 Elective	7/8 Elective				Progress Monitor
Jokinen - gym	Prep	PE 8	PE 8	PE 8		PE 7	PE 8	Progress Monitor
Wills	PE 7	Gateway 8	Gateway 8	PE 7		Prep	PE 7	Progress Monitor
Harshman	7/8 Band							
Phillips		7th grade ELA/MATH				8th Grade ELA/Math		Progress Monitor

Wednesday								
7th/8th Grade Schedule	Period 1	Period 2	Period 3	Period 4 (51min)	Lunch	Period 5		
7th Grade Teachers	7:45-8:40 (55min)	8:44-9:39 (55min)	9:43-10:38 (55min)	10:41-11:36 (55min)	11:36-12:06(30min)	12:10-1:00(50min)		
Davis	Math Intervention (12)	Math Intervention (12)	Math Intervention (12)	Math Intervention (12)		Prep *		
Milan	Changemakers (25)	Prep	Changemakers (25)	Real World Math: Engaging Student Through Global Issues (25)		ELA (25)		
Bakeman	ELA Intervention (12)	ELA Intervention (12)	Prep	ELA Intervention (12)		Journalism (25)		
Donnelly	PE (30)	Prep	PE (30)	PE (30)		Current World Issues (25)		
8th Grade Teachers								
Sakaguchi	Math Intervention (12)	Algebra 1 (30)	Prep	Math Intervention (12)		Math Intervention (12)		
Zisette	Prep	Aviation (25) - same 25	Aviation (25) - same 25	Marine Studies (25)		Science Intervention (12)		
Mack	ELA Intervention (12)	Reading for the Fun Of It (20)	ELA Intervention (12)	Prep		ELA Intervention (12)	Oral History Project	
Bergquist	Classroom Support (25)	Classroom Support (25)	Prep	Greek Mythology (25)		Greek Mythology (25)		
Sage - Shop	Community Service Project (25)	Community Service Project (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	Water Science and Civics	
Harshman	MS Band (50)	5/6				HS		

Wednesday						
7th/8th Grade Schedule	Period 1	Period 2	Period 3	Period 4 (51min)	Lunch	Period 5
7th Grade Teachers	7:45-8:40 (55min)	8:44-9:39 (55min)	9:43-10:38 (55min)	10:41-11:36 (55min)	11:36-12:06(30min)	12:10-1:00(50min)
Phillips	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
7th/8th Grade Schedule	Period 1 -	Period 2	Period 3 -	Period 4 (51min)	Lunch	Period 5
7th Grade Teachers	7:45-8:40 (55min)	8:44-9:39 (55min)	9:43-10:38 (55min)	10:41-11:36 (55min)	11:36-12:06(30min)	12:10-1:00(50min)
	Enrichment (15) - Garden	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	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)

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Questions/comments

SWHS/SWA(9-12) State Test Scores

E.L.A. SBAC:

- 2016-2017 SWHS(10th Gr)- 77.0%
- 2017-2018 SWHS(10th Gr)- 80.0%

Math SBAC:

- 2016-2017 SWHS(10th Gr)- 35.0%
- 2017-2018 SWHS(10th Gr)- 43.0%

Science: ??

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

S.I.P. Goals

2017-2018

Goal One: By the end of the 2017-2018 school year, 78% of students retaking the E.L.A. exit exam will pass.

Goal Two: By the end of the 2017-2018 school year, 60% of 11th and 12th graders who have not previously passed a math state assessment, will pass a state assessment.

Goal Three: By the end of the 2017-2018 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).

S.W.H.S./S.W.A.(9-12)

S.I.P. Components

- Peer Tutoring
- Membean vocab. Program
- Digital citizenship
- M.L.A. formatting schoolwide
- Alg 1- Double Blocking
- Homeroom- Student support tool
- SBAC Practice tests
- Staff Meetings Student Support P.L.C.
- S.W.A. - S.L.P.'s
- Falcon Link Crew
- P.L.T.W.
- Explore Double blocking english for 2018-2019
- Student/Staff Wellness

SWHS/SWA(9-12) CONTINUED FOCUS

- ALL SWA/SWHS Students will feel safe and comfortable!
- Student/Staff Wellness:
 - Reduce H.I.B.- Education/Activities/Intervention/Restorative and Social Justice
 - Increase Diversity Awareness/Education for students and staff
 - Forefront- Suicide Prevention Training for students and staff
 - Angst Movie/Discussion- Anxiety recognition/understanding
 - Supporting transgender and gender nonconforming students. Informational training for staff from Skye Newkirk.
 -
- SWHS remains a high achieving academic school
- P.L.C.'s- Focus on data and assessment

Falcon Advisory- SWHS/SWA 9-12

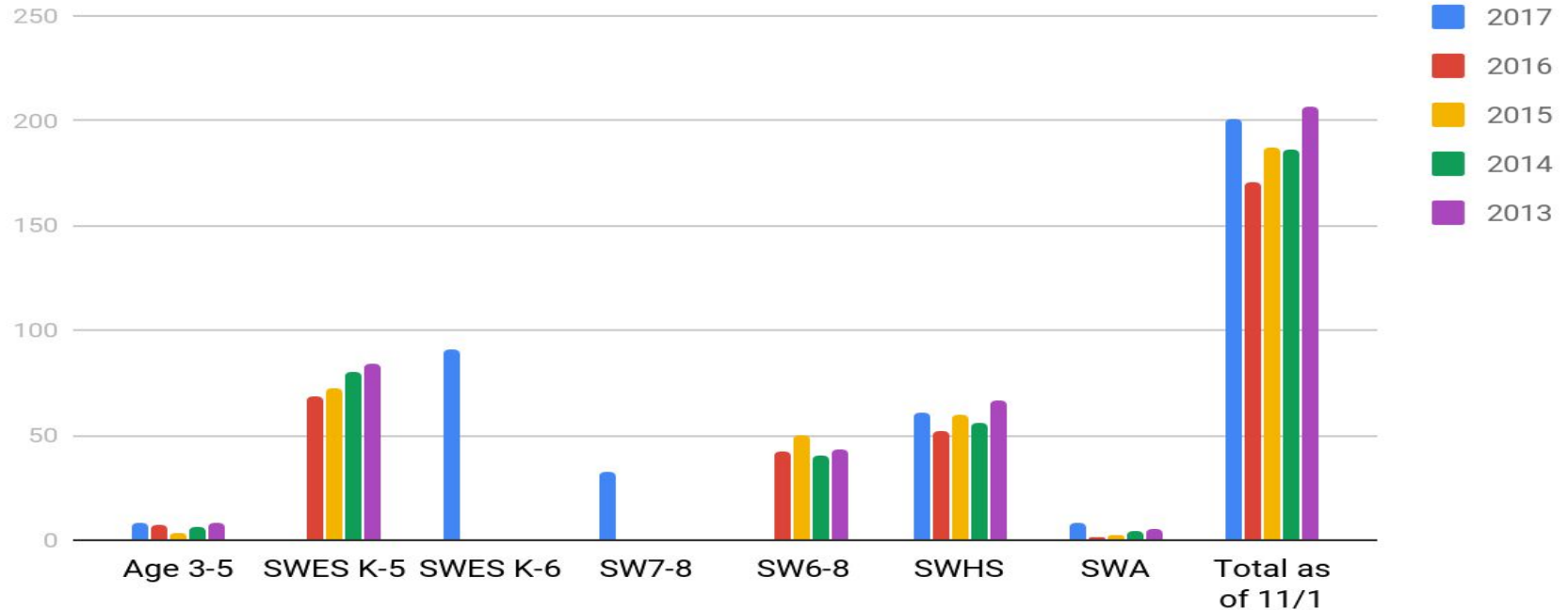
1st	7:45-8:45	<u>Falcon Advisory Components</u>
Advisory	8:50-9:15	Character Strong Curriculum Activity/Club Meetings
2nd	9:20-10:20	Class Meetings Enrichment/Remediation Freshmen Focus/AVID??
Lunch	10:20-10:50	Scholarship Prep SAT Prep
3rd	10:55-11:55	College Applications Finance
4th	12:00-1:00	Home Ec. Assemblies Guest Speakers

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

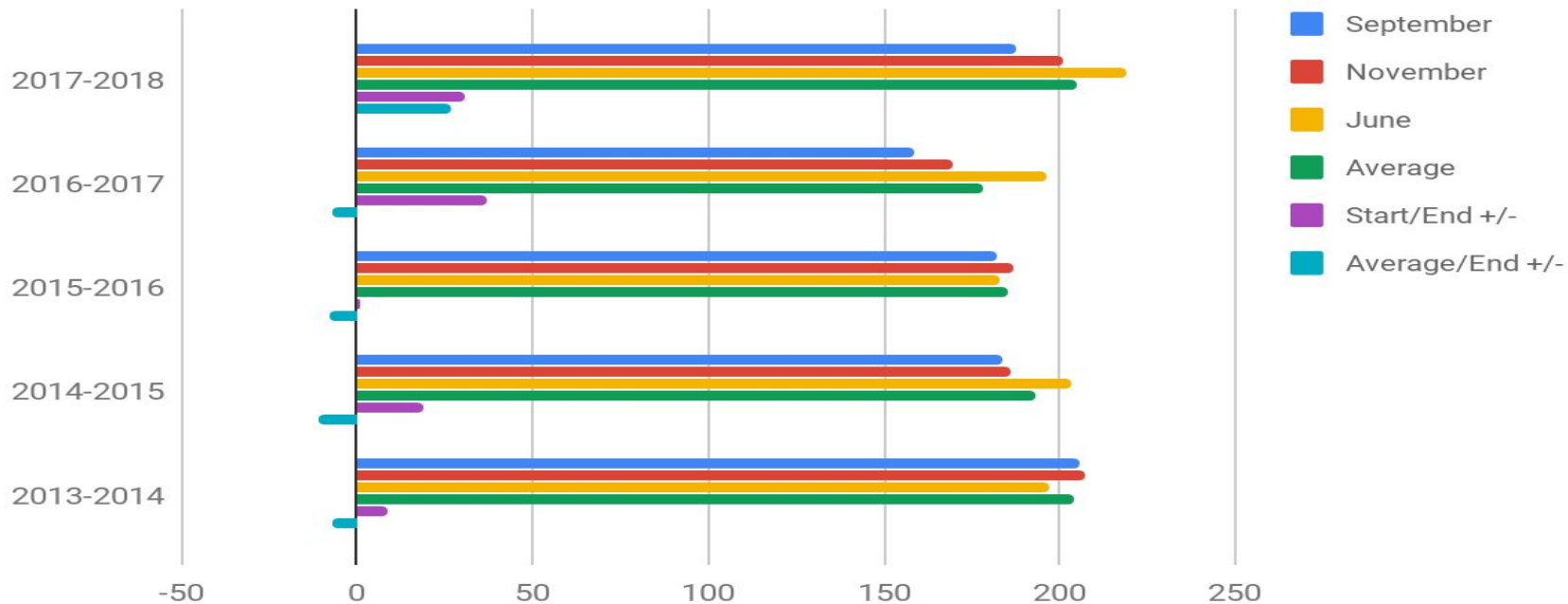
South Whidbey Special Education

SWSD - Special Education Count by School



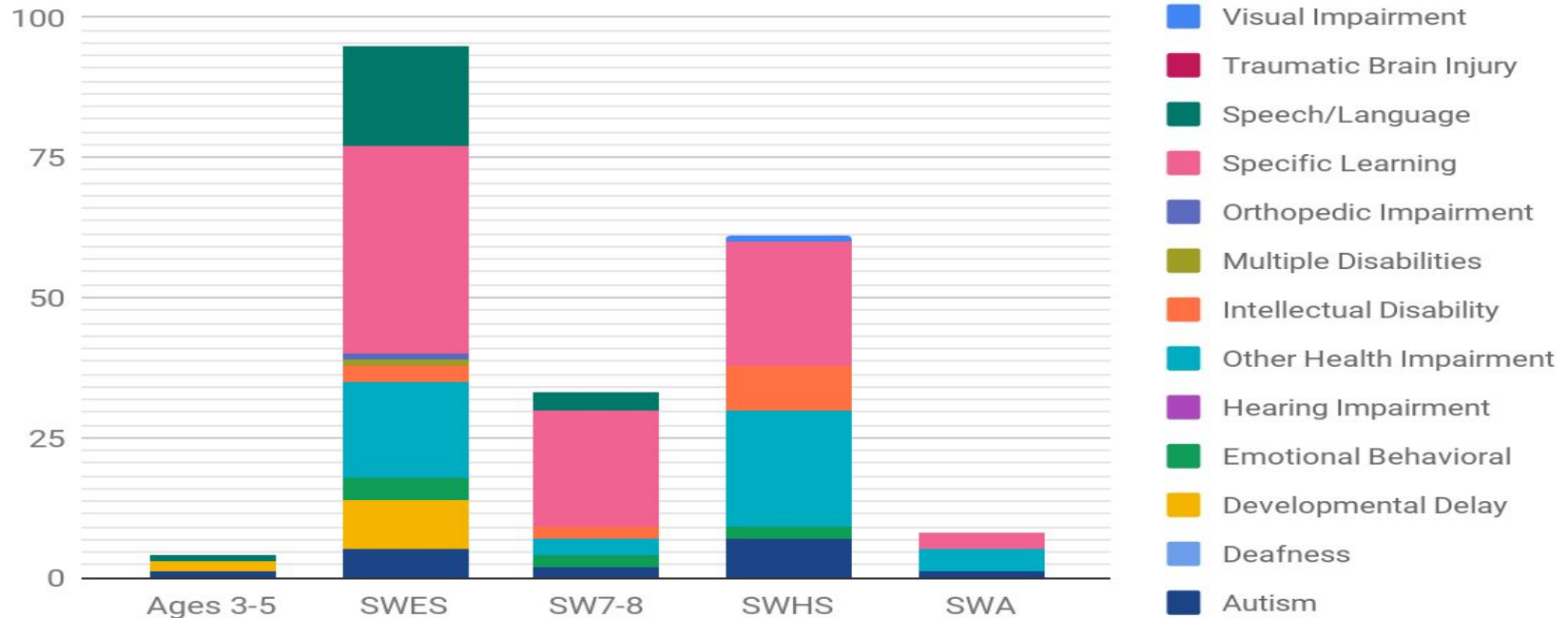
SWSD - 6/1 Federal Count

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



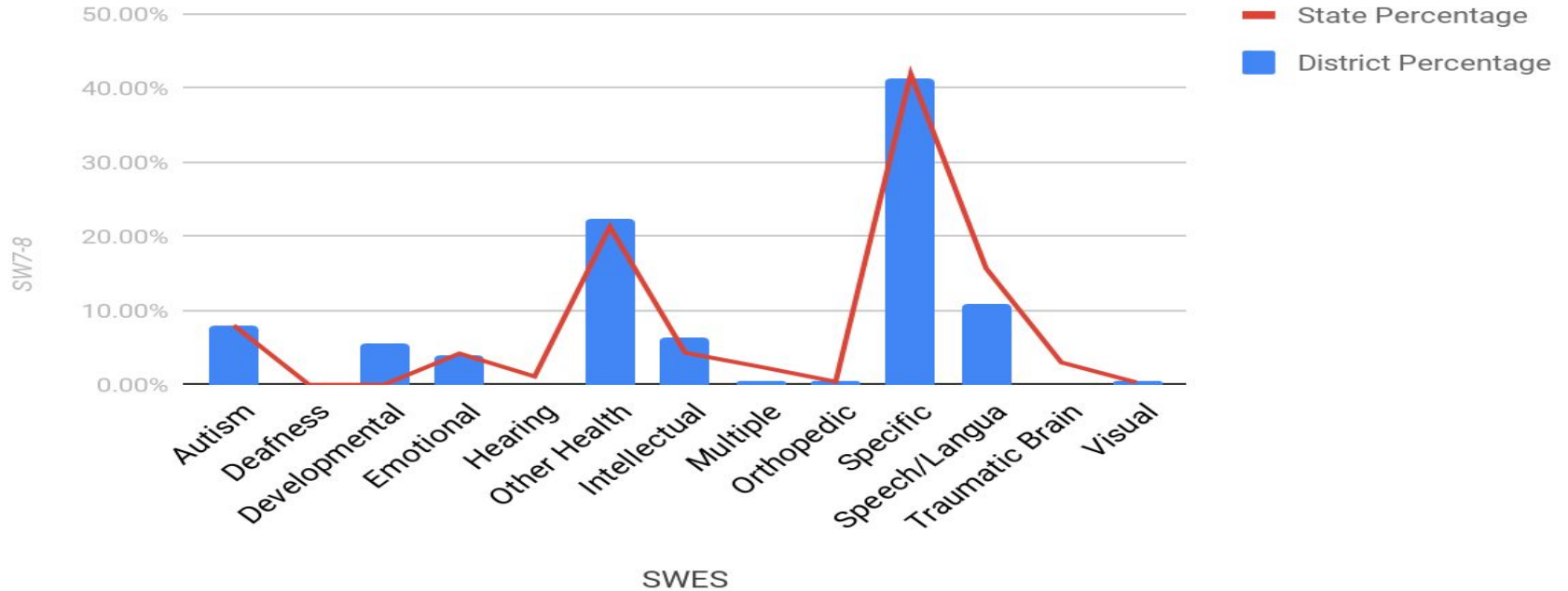
South Whidbey Special Education

Disability by School



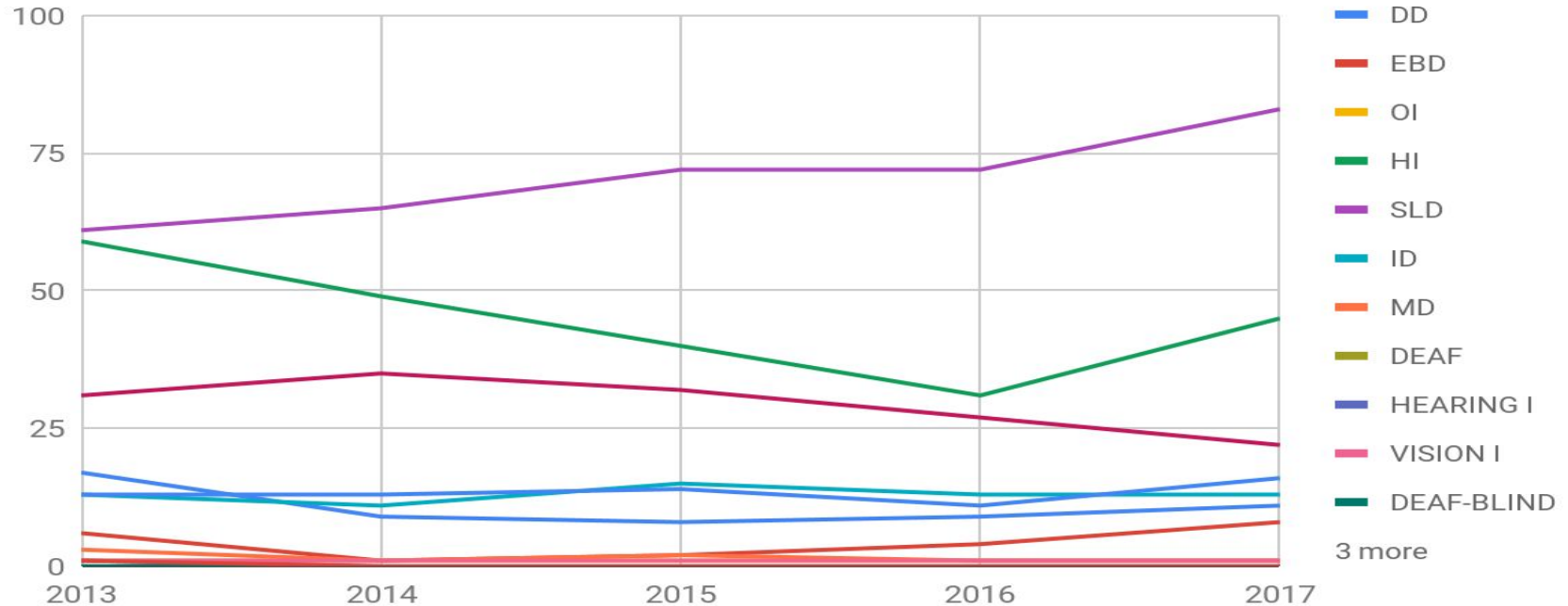
SWSD - State Comparison?

SWSD vs. State % of Disability



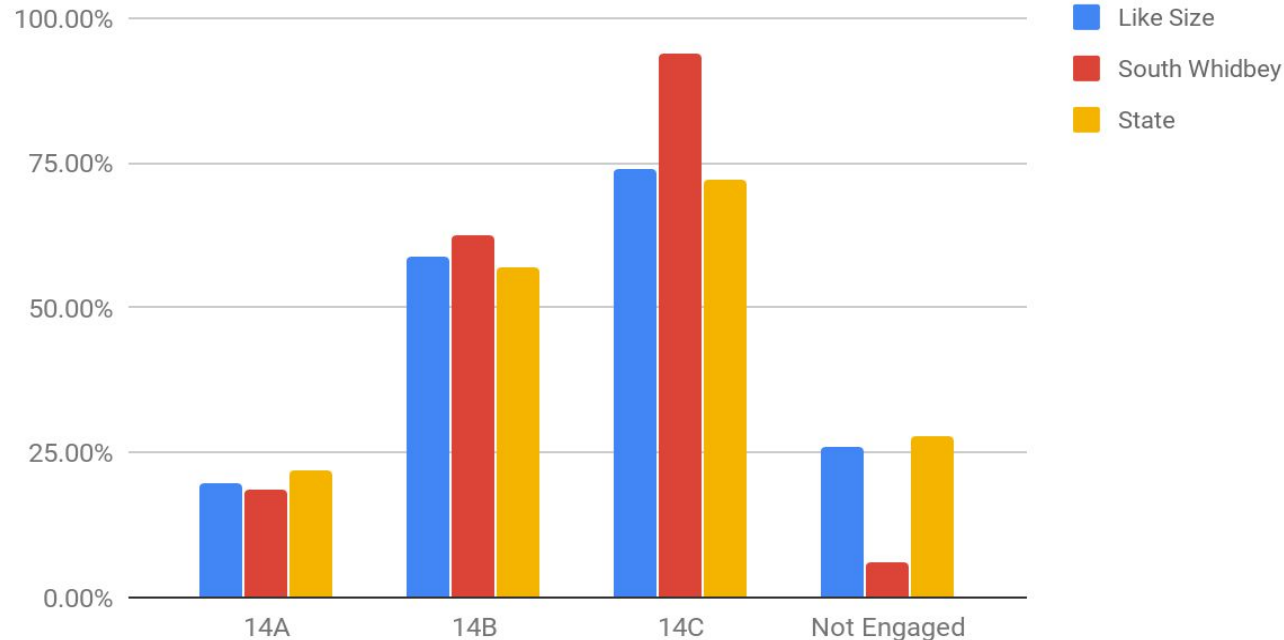
5 Year Disability Enrollment Trend

Disability Enrollment Trend



SWSD - SPED 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

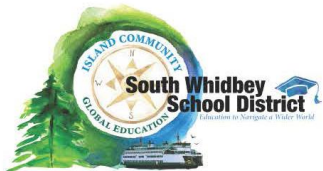
2 Speech/Language Pathologists

1 (.8) Occupational Therapist

2 School Psychologist

23 Paraeducators

1 Special Services Administrative Support



South Whidbey School District Continuous Improvement For Student Ends and Strategic Goals 2017-2018

Vision: *Every student is a successful, independent learner empowered for life.*

Goal: *By 2020, 100% of our graduates will leave us career, college, and culturally ready.*

END 1: All Students Ready for College: Ensuring that South Whidbey students will possess the skills and dispositions to explore post-high school graduation education and internships including academic, technical, and/or experiential opportunities for professional development

End Measure	2016-2017 Baseline Data	2017-2018	2018-2019	2019-2020	2020 Target
E 1.1 100% of South Whidbey students will graduate college ready	100% of graduates				100% of South Whidbey students will possess the skills to engage in post high school education
E 1.2 85% of South Whidbey students will successfully complete algebra II	72.2% completion by class of 2017				85% of South Whidbey will successfully complete algebra II.
E 1.3 South Whidbey students will pass grade 8 writing assessment	SBAC ELA 16/17 35.2% L3 20.0% L4				100% of South Whidbey students pass grade 8 writing assessment

E1.4 South Whidbey students will read at grade level by end of grade 3	SBAC ELA 56.4 STAR 74% at or above 15% just below grade level				100% of South Whidbey students will read at grade level by grade 3
E 1.5 South Whidbey students will successfully meet criteria for graduation	100% of graduates				100% of South Whidbey students will meet graduation criteria
E 1.6 South Whidbey students will complete High School and Beyond Plan	100% of graduates				100% of South Whidbey students will complete High School and Beyond Plan
E 1.7 100% of South Whidbey students will be accepted at post high school educational institutions	76.7%				100% of South Whidbey graduates will be accepted at post high school educational or military institutions

END 2: All Students Ready for Careers: Equipping South Whidbey students to enter a highly complex, diverse, and evolving workforce

E 2.1 South Whidbey students will be ready to enter a complex and diverse workforce					100% of South Whidbey graduates will be ready to enter a complex and diverse workforce
E2.2 South Whidbey students will successfully complete two or more CTE courses	100% of graduates				100% of South Whidbey graduates will complete two or more CTE courses
E 2.3 South Whidbey students will successfully complete CWP and Senior Project	100% of graduates				100% of South Whidbey graduates will complete their CWP or Senior Project
E 2.4 95% of South Whidbey students will achieve 90% or better attendance	93%				100% of South Whidbey students have an attendance rate of 90% or better

END 3: All Students are Culturally Ready:

E 3.1 South Whidbey students will be ready to live successfully in a diverse world					100% of South Whidbey graduates are ready to live successfully in a diverse world
E 3.2 South Whidbey students demonstrate digital citizenship					100% of South Whidbey graduates demonstrate digital citizenship
E 3.3 South Whidbey students will exhibit the behavioral skills needed to be successful lifelong learners	Suspension rate 2.0 % State avg 3.6 data source: OSPI				SWSD suspension/expulsion rate is less than 3%
E 3.4 South Whidbey students will exhibit behavioral skills needed to be citizens of their community	73% of grade 10 students report having never been bullied at school on HYS				100% of grade 10 students will report having never been bullied on HYS
E 3.5 South Whidbey students will demonstrate knowledge of seeking assistance to be successful citizens	81.3% of grade 10 students have an adult in school to turn to when needed as reported in HYS				100% of grade 10 students will report they have an adult to turn to on Healthy Youth Survey.