The Newport School District

*Home of the Grizzlies*

Newport High School
Sadie Halstead Middle School
Stratton Elementary
Pend Oreille River School
# Newport High School SBA Data-ELA

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17 (NHS)</th>
<th>2016-17 (State)</th>
<th>2015-16 (NHS)</th>
<th>2015-16 (State)</th>
<th>2014-15 (NHS)</th>
<th>2014-15 (State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>74%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>11</td>
<td>50%</td>
<td>28%</td>
<td>15%</td>
<td>32%</td>
<td>63%</td>
<td>65%</td>
</tr>
</tbody>
</table>
Newport High School SBA Data-Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17 (NHS)</th>
<th>2016-17 (State)</th>
<th>2015-16 (NHS)</th>
<th>2015-16 (State)</th>
<th>2014-15 (NHS)</th>
<th>2014-15 (State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>71%</td>
<td>68%</td>
<td>86%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>32%</td>
<td>26%</td>
<td>33%</td>
<td>35%</td>
<td>40%</td>
<td>29%</td>
</tr>
</tbody>
</table>
## Accountability Measures/Performance Indicators

### Graduation Rates

<table>
<thead>
<tr>
<th>Year (NHS)</th>
<th>Year (State)</th>
<th>2016 (NHS)</th>
<th>2016 (State)</th>
<th>2015 (NHS)</th>
<th>2015 (State)</th>
<th>2014 (NHS)</th>
<th>2014 (State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.2%</td>
<td>Not Released Yet</td>
<td>85.5%</td>
<td>79.1%</td>
<td>88.0%</td>
<td>77.2%</td>
<td>72.3%</td>
<td>76.0%</td>
</tr>
</tbody>
</table>
At the first quarter of the 2016-17 school year 27.4% of our 9th grade students had at least 1 “F” in a core class. At the first quarter of the 2017-18 school year, that number was 12.7%

### 9th Grade F Rates

<table>
<thead>
<tr>
<th></th>
<th>2016 (NHS)</th>
<th>2016 (State)</th>
<th>2015 (NHS)</th>
<th>2015 (State)</th>
<th>2014 (NHS)</th>
<th>2014 (State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>22.2%</td>
<td>22.5%</td>
<td>17.0%</td>
<td>23.9%</td>
<td>19.6%</td>
<td>24.9%</td>
</tr>
</tbody>
</table>
Grizzly Program for Success (GPS) and LAP Interventions

Total Students Served: 175

Freshmen: 61
Sophomores: 73
Juniors: 33
Seniors: 12

Total Missing Assignments Turned In: 351

*This does not reflect students using the program without being assigned and getting work in on time.*
Grizzly Program for Success (GPS) and LAP Interventions

- Is GPS for Everyone?
- Use of LAP Interventions
  - 10 Students In Math
  - Around 20 in Academic Interventions
Goals

● 95% Participation Rate on State Assessments
● 15% or Less Freshmen Failure Rate
● 90% Graduation Rate
● Improved Academics (Grades and Assessment Scores) for Students in Interventions
<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th></th>
<th>2016-17</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5th-8th Grade Ave.</td>
<td>SHMS</td>
<td>WA State</td>
<td>SHMS</td>
<td>WA State</td>
</tr>
<tr>
<td>ELA</td>
<td>43.3%</td>
<td>58.7 %</td>
<td>54.3%</td>
<td>58.1%</td>
</tr>
<tr>
<td>Math</td>
<td>34%</td>
<td>48.7%</td>
<td>49.6%</td>
<td>48.5%</td>
</tr>
</tbody>
</table>
Title Services

- Program Goal
- Determination of Services - (Entrance and Exit)
- Addressing Student needs
Program Goal

- To assist our struggling students in math and reading to successfully perform at grade level in the general education classroom setting.
Determination of Services: Entrance

Based on the analysis of a collection of data:

- STAR benchmarks
- Smarter Balance Assessment
- Classwork/Class assessments
Addressing Student Needs

- Reteach
- Supplement
- Identify/address gaps in knowledge
Exiting Services

Based on analysis of a collection of data:

- Demonstrate ability to perform at grade level on multiple data points
- Continued to be monitored to ensure continued growth and success
Current STAR Data

- **Title Reading Fall 2017**
  - 51 students receiving Title services
    - Average growth of 3/4 month in 2.5 months

- **Title Math Fall 2017**
  - 100 students receiving Title services
    - Average growth of 10.8 months in 2.5 months
Sadie Halstead Middle School
School Improvement Goals (SIP)

Building Resiliency as a Compassionate School: Focusing on what is within our control by doing what is best for all students & all relationships

Mission:
Encourage, Educate, and Empower,
Every Day in Every Way
SHMS Goals

Encourage

- **Goal 1**: Teachers send “Good News Griz” postcards home to at least one student per week.

- **Goal 2**: Student increase in positive behaviors as seen in a decrease in minor referrals (quarterly).
SHMS Goals (cont).

Educate

- **Goal 1:** Implementing Student Success Teams to intervene when students are struggling and create plans for success (as measured on SST cases throughout the year).

- **Goal 2:** PLCs identifying Student Focus Groups to identify 3-8 students with the most significant barriers to learning and develop success strategies to help students access learning (as measured by attendance, behavior, academics, and other measures).

- **Goal 3:** Increasing student academic proficiency by closing the gap toward the WA State proficiency average on the SBA Summative Assessment.
SHMS Goals (cont).

Empower

- Goal 1: Implementing Learning Walks for volunteer teachers to observe effective instructional strategies from colleagues as measured by participant feedback.

- Goal 2: Strengthen our Culture as a Compassionate School to Build Resiliency for our Students through all classes and weekly advisory groups (as measured by attendance, behavior, and academic data).
Stratton Elementary

2017-2018 Goals:

- Ensure effective communication with families.
- Continue to align Writing Instruction with Common Core Standards and Implement Cohesive Writing Instruction K-4
- Continue Tiered Behavior Intervention Support
- Continue to increase Math proficiency for all students
- Continue to increase Reading proficiency for all students and close the Reading achievement gap for every student
- Decrease the number of Stratton student excused and unexcused absences
Stratton Academic Data:
The Smarter Balanced Assessments in English Language Arts and Mathematics is one key measurement.

![Graphs showing percentage of students meeting standard for 3rd and 4th grade SBA Math from 2014-15 to 2016-17.](image)
Stratton Academic Data:
The Smarter Balanced Assessments in English Language Arts and Mathematics is one key measurement-

3rd Grade SBA ELA

4th Grade SBA ELA
System for Ensuring Academic and Behavior Progress: Data Driven Decision Making

Response to Intervention (RTI)
What Is RTI?

A multi-tier approach to the early identification and support of students with learning and behavior needs.
RTI At Stratton Elementary

RTI principles applied to

- Reading
- Math
- Behavior
Three Tiers

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Tier 2: Targeted Interventions

Tier 3: Intensive Interventions and Comprehensive Evaluation
Step 1: Universal Screening of All Students

K: WA Kids, Early Star Literacy, Teacher Made Math Test, DIBELS Fluency, Behavior Screener

1st: Early Star Literacy, Rethink Math Checks, DIBELS Fluency, Star Math, Star Reading, Behavior Screener

2nd: DIBELS, Star Reading, Star Math, SRI Lexile, Behavior Screener

3rd: Star Reading, Star Math, SRI Lexile, Behavior Screener

4th: Star Reading, Star Math, SRI Lexile, Behavior Screener
Step 2: Interventions/Enrichments Provided

Walk to Reading and Math Intervention

Instruction *in addition* to the Core Instruction

30-40 minutes

Small Group for intensity. 1:4-1:6 Teacher/Student Ratio

Struggling Students receive tutoring by a trained adult

On/above level students receive enrichment
Step 3: Progress Monitor and Adjust

All Tier 2 Intervention students assessed monthly

Teachers refer Tier 1 students not making sufficient progress

Adjust groups/interventions/enrichments based on new data
2nd Grade RTI Reading Example

fall Reading Data

October Reading Data

Individual Student Data