

South Whidbey School District

School Improvement Plans

2022-2023

**Update to the Board presented on
February 8, 2023**

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

Goal 1: *Build a school culture of care and belonging by engaging the staff and students in learning about, defining, and co-creating an inclusive educational community of which they are proud to be a part.*

Goal 2: *Continue to lead the district in prioritizing training and implementation of best practices that create learning environments supportive of every student's resilience and success in the future they choose.*

Goal 3: *Craft and begin implementing plans for best use of our district assets in the future of the district, including the execution of the facilities bond*

District Assessment Performance Indicators

- i-Ready English Language Arts / Math - Benchmarked Fall/Winter/Spring K-8
- K-4 Literacy Screening September
- WA-KIDS - Kindergarten Inventory Of Developmental Skills - Fall
- WIDA Screener - English Language Learners
- Smarter Balanced State Assessments
 - ELA Grades 3, 8, 10
 - Math Grades 3, 8, 10
 - Science Grades 5, 8, 11

SWES K-4 School Improvement Plan 2022-2023 February 2023 Update



District Goal 1: *Build a school culture of care and belonging by engaging the staff and students in learning about, defining, and co-creating an inclusive educational community of which they are proud to be a part.*

Strategies we are using to achieve this goal and Progress Updates:

- Use of restorative circles for problem solving and conflict resolution
100% of our “blue slip” behavior issues use restorative circles for problem solving
- Strong engagement and partnership with our new SWES PTA!
SWEPTA is supporting us with financial support for upcoming assemblies, sponsoring Bingo Night and other upcoming events!
- Expanding opportunities (especially at 4th grade) for student leadership - principal’s advisory team, 4th grade book club, environmental club, etc... *INCREDIBLE engagement in these new programs - Principal’s Advisory Team, Art Club, Drama Club, sports club, 3rd and 4th grade books clubs and a wide range of service opportunities!*

District Goal 1 Continued:

Strategies we are using to achieve this goal and Progress Updates:

- *Student SEL Survey - All 2nd-4th Grade - January will serve as pre data:*
https://drive.google.com/file/d/1h4v4QTRgrR1UnnzJWWb401b--ZiFnuNt/view?usp=share_link
- Expansion of Family Connections - Reading Nights, Fun Family Events, PD Group focused on Family Engagement. *Our Family Engagement PLC Work group have develop and implemented two Family Nights so far - a family movie night and an upcoming “Read your Heart Out” all school read in with families in February!*
- *Para Educator Training: Ongoing training with Behavioral Specialist Mandy Jones*
- *RJed Training Engagement - Powerful staff conversation and dialogue - new priorities processes established through this work*

Student Engagement!

Link to SW Record Story on MLK Day of Service:

<https://www.southwhidbeyrecord.com/life/day-of-service-honors-mlk/>

MLK Day of Service Video:

<https://youtu.be/XxqzzDcHZY>

School Wide Art Project - designed by students on Principal's Advisory Team - goal was positive message, Every student involved, use of recycled materials.



Goal 2: Continue to lead the district in prioritizing training and implementation of best practices that create learning environments supportive of every student's resilience and success in the future they choose.

Strategies we are using to achieve this goal and Progress Updates:

- I-Ready and DIBELS Growth Data / Winter 2023: **see upcoming slides**
- Continued focus on UDL best practices - **Peer observations underway, UDL key strategies being used consistently & as a component of formal observation & evaluation feedback.**
- Continued focus on our “Farm, Forest and Sea” environmental education focus - enhancing FieldSTEM practices and a K-5 scaffolded approach - **Scope and Sequence work underway - \$30,000 grant from OSPI to support this work. 100% participation at each grade level**
- Staff selected / directed PLC Work Groups - **AMAZING work being accomplished - see next slide**

PLC Work Groups - Powerful Peer to Peer Learning

Our PLC staff directed work teams have been some of our most powerful work this year. Through a collaborative process - our staff identified our top priorities for our building focused PD this year - and through that process, these work groups were developed:

- Cross curriculum integration & alignment / scope and sequence work group
- Universal Design for Learning (UDL) work group
- Trauma Informed Practices
- Environmental Learning Work Group
- Family Engagement Work Group

Each work group has had collaborative work time and will present their work to their staff through peer led presentation and staff engagement activities.

Staff Survey results on PLC work groups:

<https://docs.google.com/document/d/1gaATQXgra08rg0xGEAnOdBEivCzSzdbP/edit?usp=sharing&oid=100125863339203870848&rtpof=true&sd=true>

First PLC Work Group Presentation: Trauma Informed Practices

Our first presentation focused on integration of UDL strategies to support SEL - and included a “buffet” lunch, restorative circles and modeling a culture of care!

Creating a culture of care: experiential learning of trauma informed best practices and UDL

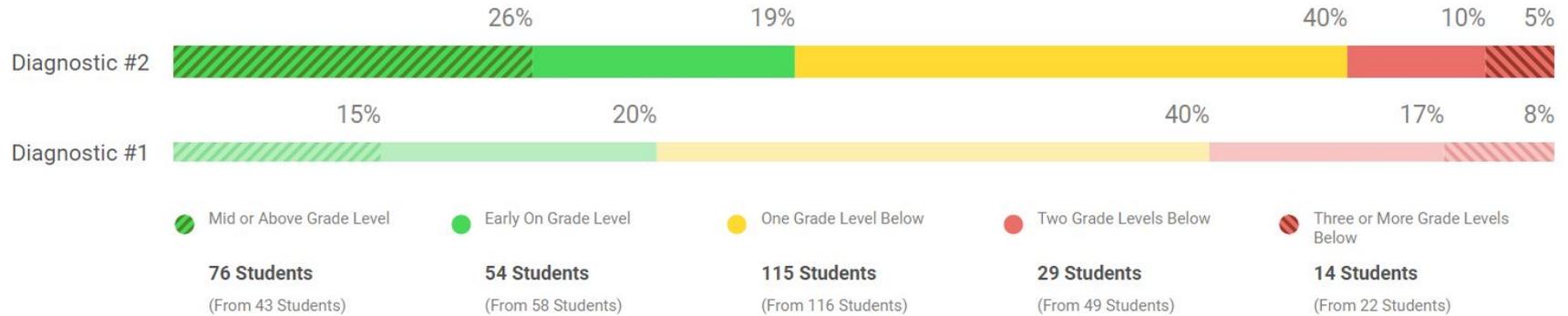
Be where you are comfortable: sit, stand, join a table group

Enjoy your lunch until 1:15



UDL Scavenger Hunt:
How many UDL
best-practices are
intentionally happening in
this room?
Find ten for a prize.

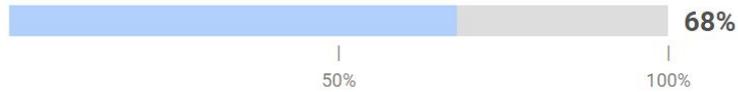
SWES K-4 Fall '22 and Winter '23 Diagnostic Comparisons - ELA



While our academic focus is strong - we also must acknowledge that the social / emotional needs of our students have been of very high priority this year. We know that for our students to be “ready to learn” they must have the extensive SEL needs we see addressed.

K-4 ELA- Progress to Annual Typical Growth - 2/23

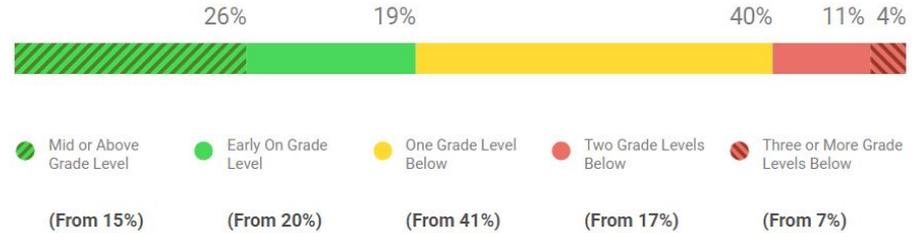
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 68%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

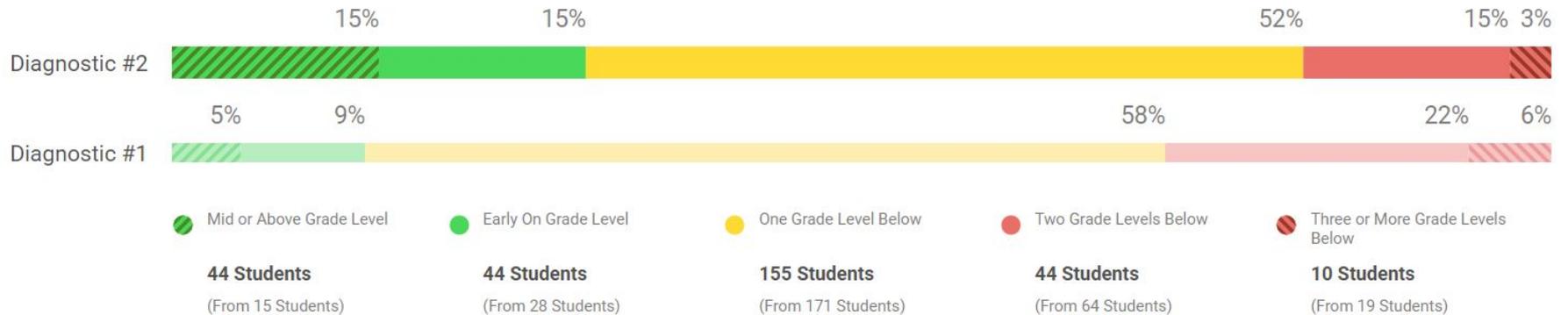
[Learn More About Growth](#)

Current Placement Distribution



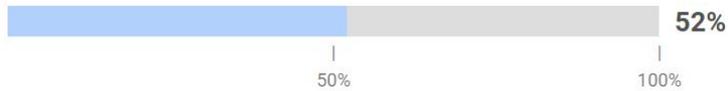
SWES K-4 Fall '22 and Winter '23 Diagnostic Comparisons

MATH



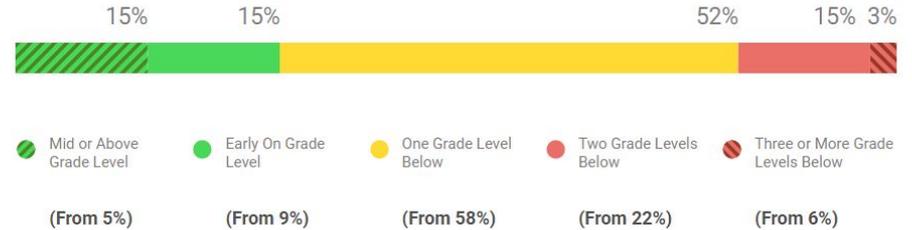
K-4 Math - Progress to Annual Typical Growth - 2/23

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 52%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

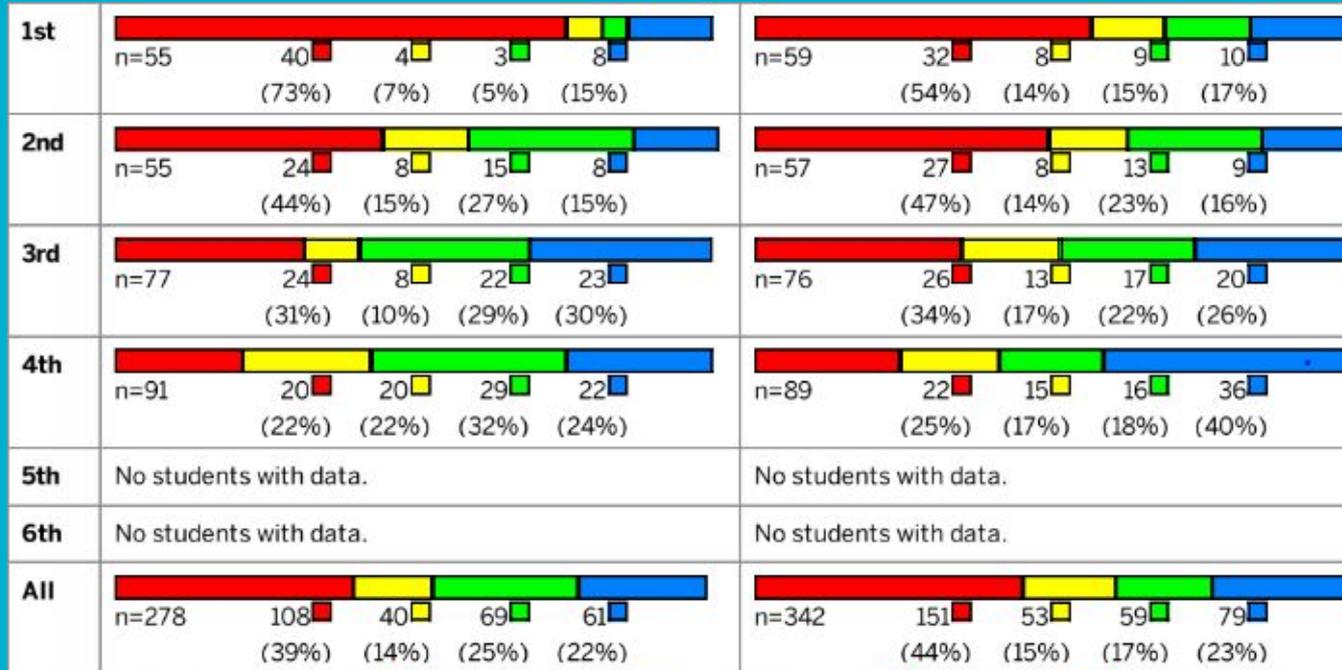
Current Placement Distribution



Orca Reading - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data

Beginning - Fall 2022

Middle - Winter 2023



Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
 Results Based On K-Beginning: LNF K-Middle - 1st-Beginning: NWF-CLS 1st-Middle - 8th-End: ORF-Words Correct

DIBEL is a set of procedures and measures for assessing the acquisition of literacy skills. These diagnostics are used by our Orca Reading Remediation program to identify students that need Tier II literacy support from our Orca Reading Program. This data also represents students receiving Special Education / Tier III support.

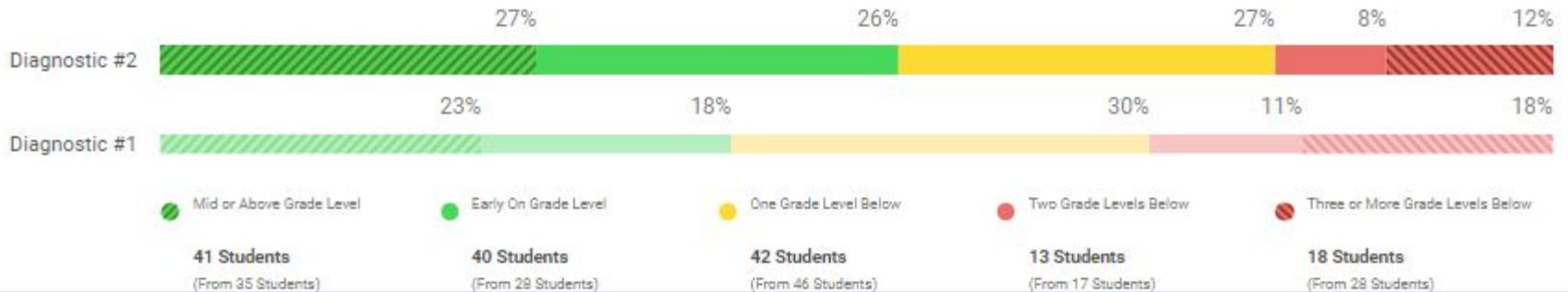
SWES 5/6 School Improvement Plan 2022-2023



South Campus 22-23 Key Goals (update 2/23)

- South Campus organized by Advisory - met
- 8 advisory classrooms - met
- Continuing the Caring Schools Community Curriculum - met
- Monthly Equity Themes - met
- Focused on R.O.A.R. Code (Respect, Observe the Rules, Act Responsibly, Ready to Learn) - met
- School Store Monthly - met
- Cougar Pride Assemblies run by advisory class on monthly rotation - met
- Student Led Conferences in November - met
- Student portfolios being built in advisory class - met
- Alignment with SW Middle School Goals - in work
- Staff Building Plan for 23-23 Campus Transition - in work

SWES 5-6 Fall '22 and Winter '23 Diagnostic Comparisons - ELA



ELA 5-6 - Progress to Annual Typical Growth - 2/23

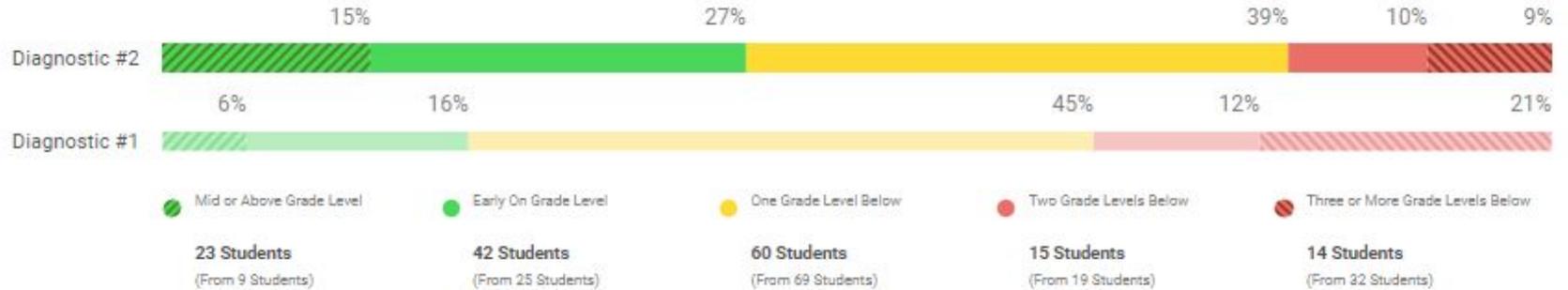


[Link to learn more about growth goals](#)

SWES 5-6 Fall '22 and Winter '23 Diagnostic Comparisons

MATH

Students Assessed/Total: 154/162



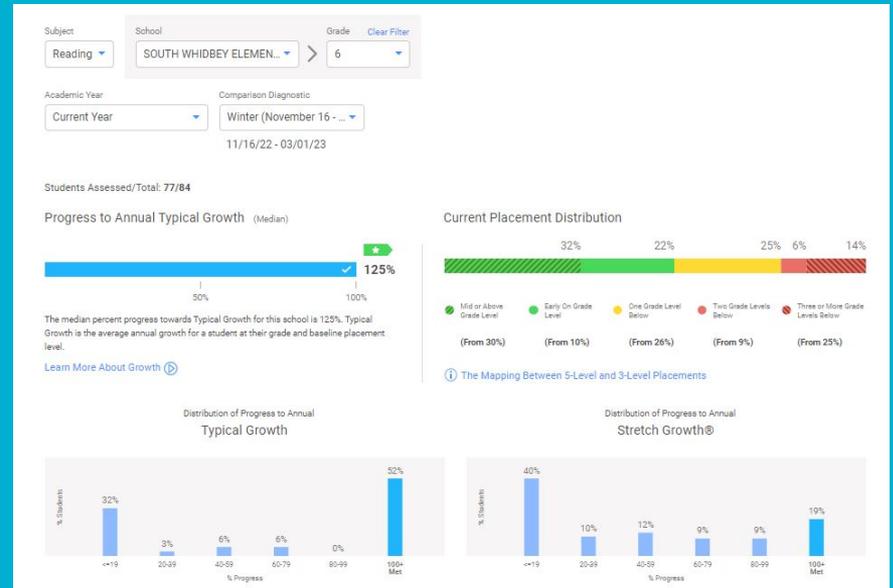
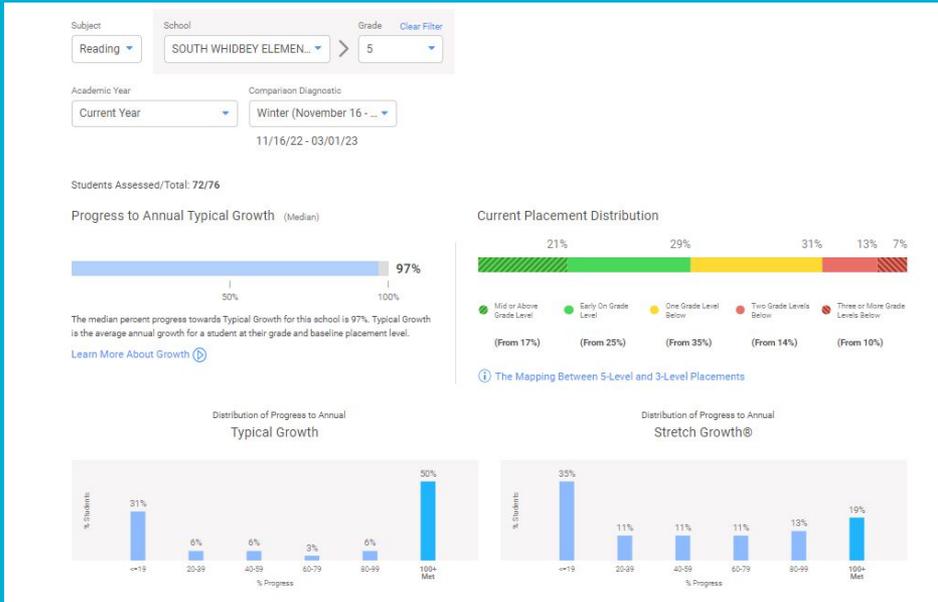
5-6 Math - Progress to Annual Typical Growth - 2/23



[Link to learn more about growth goals](#)

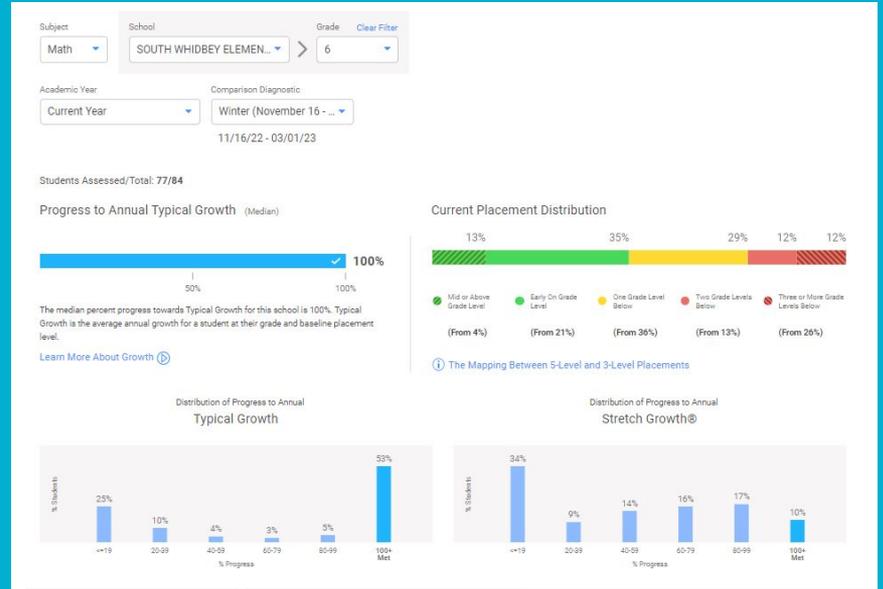
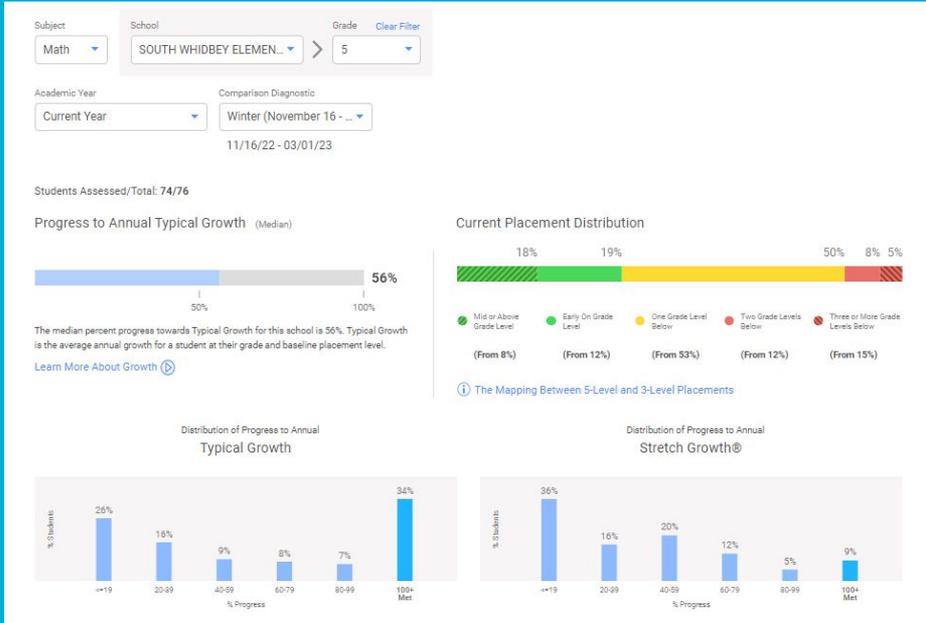
Link to learn more about growth goals

ELA GROWTH: FEBRUARY 2023



Link to learn more about growth goals

MATH GROWTH: FEBRUARY 2023



Goal #1

#1 SWES-S teachers/instructional staff will engage in Community Circle and restorative practices, as learned through the RJEEd program, to build school culture and have at least one positive student to staff relationship established and fostered throughout the school year.

- Community Circles / Authentic Conversations - met
- Common language - met
- Opportunities for school wide celebrations - met
- Restorative circles - met
- Opportunity for reflection - all staff meetings
- Caring School Communities SEL curriculum in Advisory - met
- SEL lessons in relevant topics, developmentally appropriate - met
- Acknowledgement, encouragement of positive choices - P.A.W.S.
- Student photos/celebrations - met
- Cougar Pride Awards - met
- ASB - met
- Student voice directs the culture - met
- Discipline tracking - met
- Student Led Conferences - met
- 5-6 Culminating Outdoor Experience - planning

Goal #2

#2 SWES-S teachers/instructional staff will collaborate and engage in strategies based on UDL and Restorative practices to create a learning environment supportive of all learners

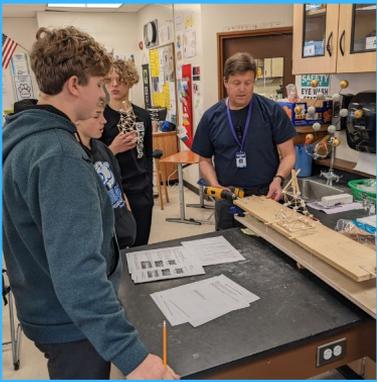
- UDL Now Book Study - in work
- Classroom agreements (Created by/with students) - met
- Community Circles - met
- Scaffolded lessons - met
- A variety of strategies in teaching to allow for student voice, re-teaching, and decentering the teacher - met
- Staff collaboration on UDL practices - met
- Useful engagement of the learning targets displayed for all learners - met
- Opportunities for self-reflection and submitted instruction feedback to support diverse learning interests - met
- Clear connections to CCSS - met
- Learning targets shared and discussed - met
- Assessments in multiple formats, and opportunities - met
- Assessment retakes - met

Goal #3

#3 80% of SWES-S students will make at least one grade level improvement on the iReady Math and Reading assessment from Oct 2022 to Spring 2023

- Grade level meetings (student support) - met
- UDL driven practices - in progress
- ELA Pilot curriculum - in progress
- Small group instruction - met
- Targeted intervention of sub-tests - met
- Accommodations - met
- Culturally relevant novels and materials - in progress
- Variety of assessment formats - in progress
- Use of formative assessment to inform instruction - met
- Retakes on assessments - met
- Reflection on assessment and learning - met
- Data chats, 1:1 conferencing - in progress
- Collaborative meetings among content areas - met
- 5-6 Teachers IPP Peer to Peer Observations - in progress

SWMS SIP Update



#1 SWMS teachers/instructional staff will engage in Community Circle and restorative practices, as learned through the RJEd program, to build school culture and have at least one positive student to staff relationship established and fostered throughout the school year.

Actions, Look Fors and Impact on Students

- Year 2 of our Collaborative Schools Curriculum for Social Emotional Learning
- community circles and tier 1 support in classrooms and advisories
- athletics and support programs (CAST, Math Olympiad, Lunch art group, athletics—112 students in a fall sport!)
- student representatives in our House of Reps that meet monthly:
 - input on School wide activities
 - input on school culture, celebrations and spotlights
- 4 days a week of Advisory supporting growth, community and creativity
- HS Peer tutors in each math period (7th/8th) and resource room class
- each student visible in the yearbook at least 3 times

Updates:

- 18 students participated in a 2 day intensive training on Restorative Practices with the RJ Ed group
 - Restorative circles—utilized in tier 1 and tier 2 settings for disciplinary and peer conflict resolution
 - Community circles utilized as a form of classroom engagement and content learning
 - House of Reps monthly meeting in community circle to help generate inclusive activities
 - Yearbook on track to meet their goal
 - Continue peer tutoring program in math and resource room to expand academic and social emotional support and mentorship
 - [It's About Respect](#) campaign w/DOH Feb 2023 -March 2023
- 79% of 8th grade students who have positively identified an adult staff member they have established trust with***

#2 SWMS teachers/instructional staff will collaborate and engage in strategies based on UDL and Restorative practices to create a learning environment supportive of all learners

ACTIONS/LOOK FORS

- Classroom agreements (Created by/with students)
- A variety of strategies in teaching to allow for student voice, re-teaching, and decentering the teacher
- teacher and student reflection on learning
- Staff collaboration on UDL practices
- teacher to teacher walk through and feedback meetings using rubric
- Assessments in multiple formats, and opportunities
- Assessment retakes
- Cross-content support of skill development (i.e. Social Studies supporting informational text skill development)
- modeling and use of planners
- piloting in ELA courses with student feedback and input on the process, materials and outcomes

Updates:

100% of teachers will have completed peer to peer UDL walkthrough by 2/15

All classes reviewed, reassessed and reset norms and expectations in classes as well as lunchroom. *See example here of a class that completed and was co-facilitated with a RJ Ed trained student*

7-12 teacher have monthly PLC collaborations in alignment with common goals around UDLs inclusionary practices and measurable outcomes

Final Norms Agreement Period 5

*Read over this- take it seriously and think about it. We are voting on this as our guidelines for how this class will operate this semester and I will hold you to what you agreed to.
If you really can't vote to accept this list, that is ok- you need to explain what you object to and propose a change you could accept.

We want our classroom to:

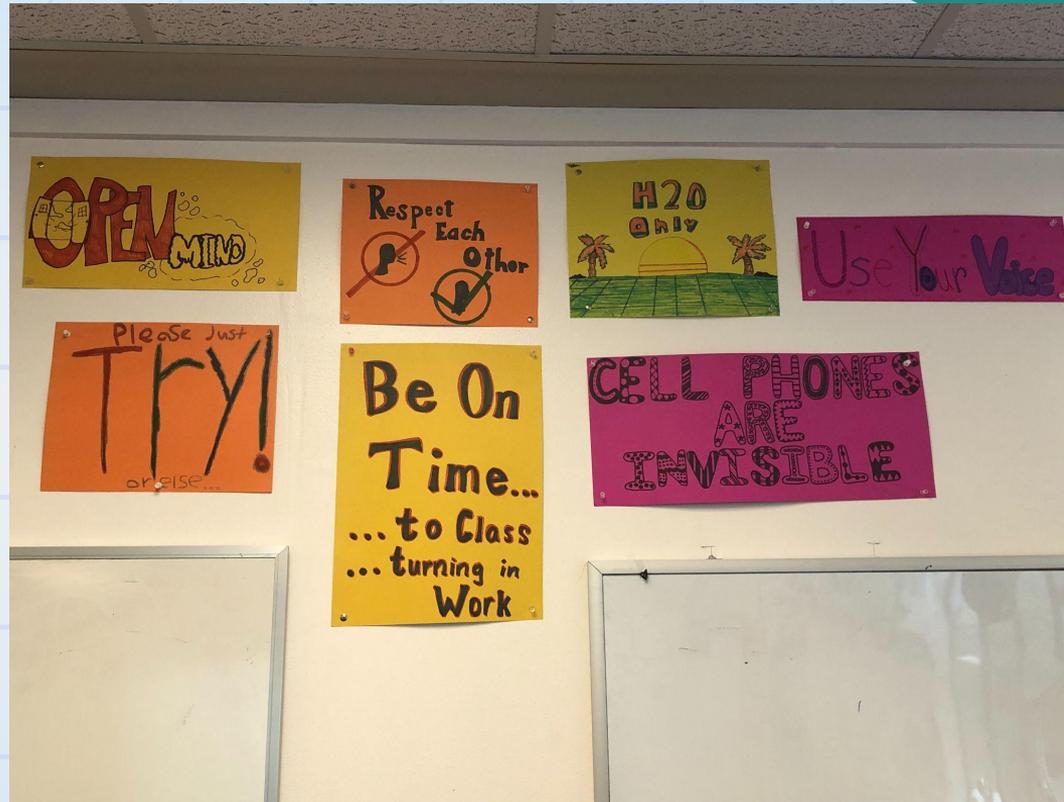
<u>Sound like:</u> 1. Quiet but not silent	<u>Look like:</u> 1. Eating 'can' be allowed 2. People quietly working together, on task 3. Backpacks hung on hooks/chair	<u>Feel like:</u> 1. Safe, calm 2. Giving each other personal space 3. You are accepted
---	--	--

- I will work every day to practice the characteristics of a good student:
 - I will be able to control my volume
 - Will not be mean, will try my hardest
- Ms. Richards will work every day to practice the characteristics of a good teacher:
 - Lay out rules clearly, no confusion
 - Kind but honest
 - Gives second chances
 - Patient
- I will treat others:
 - I will consider what I am doing before I do it so it doesn't harm anyone
 - I will be willing to help
- When there is a conflict, I will:
 - Breathe, walk away, reflect, think
 - Listen to the other side of the story
 - Not judge without understanding

Things I will DO in this class: 1. Follow directions 2. Ask for help after reading instructions 3. Listen	Things I will NOT DO in this class: 1. Talk over Ms. Richards 2. Speak when others are speaking 3. Wander around the room when I shouldn't 4. Be rude, use rude language
--	--

I agree to be held accountable in the following ways when I don't practice our norms:

<u>First time:</u> Teacher reminder	<u>Second time:</u> Break outside	<u>Third time:</u> Write an apology	<u>Repeat/habitual problem:</u> Remove/Principal Parents
--	--------------------------------------	--	--



Our agreements:

- Only one person talks at a time (in small groups & whole class)
- Listen to the person who is speaking
- Always have the option to pass if we don't want to share
- Use quiet voices during work time
- Respect everyone's:
 - perspectives
 - preferences
 - pronouns
 - personal space
 - effort
- Participate
- Be kind
- Only positive comments that contribute to our learning
- Help and encourage each other
- Include everyone
- Be aware of our body language
- Be curious
- Always do your best
- Limit interruptions to our learning

Class Agreements

Be Prepared to Learn:

- Bring Materials
- Start at the Bell
- Stay organized
- Open Mindset

Be Respectful:

- Listen Actively
- Wait your turn to speak
- Listen to Others Opinions
- Share your ideas (Respect Your Voice)

Participate:

- Put in Effort
 - Listen
 - Help peers
 - Engage
 - Try
- Group Work
Lesson
Discussions
Reading + Writing

Be Responsible for your Learning:

- Ask Questions
- Try
- Ask for Missing Work

#3 80% of SWMS students will make at least one grade level improvement on the iReady Math and Reading assessment from September 2022 to Spring 2023

ACTIONS/LOOK FORS

- Grade level meetings (student support)
- UDL driven teaching practices
- ELA Pilot curriculum
- Small group instruction
- Access and use of SBAC interims
- SBAC interims to inform instruction and learning
- Culturally relevant novels and materials
- Variety of assessment formats
- Use of formative assessment to inform instruction
- Retakes on assessments
- Reflection on assessment and learning
- Data chats, 1:1 conferencing
- Collaborative meetings among content areas
- HS peer mentoring in Math

Reading Progress- Winter 2023

Students Assessed/Total: 172/187

Overall Placement



Diagnostic #2

- **At Risk for Tier 3**
24% (From 35%)
- **Tier 2**
26% (From 21%)
- **Tier 1**
50% (From 44%)



Fall (Beginning of Year -
November 15)

Placement By Domain



Diagnostic #2

Fall (Beginning of
Year - November 15)



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

59 Students

(From 51 Students)

27 Students

(From 24 Students)

45 Students

(From 36 Students)

8 Students

(From 16 Students)

33 Students

(From 45 Students)

ELA Growth

Academic Year: Comparison Diagnostic:
 01/13/23 - 02/09/23

Students Assessed/Total: **169/187**

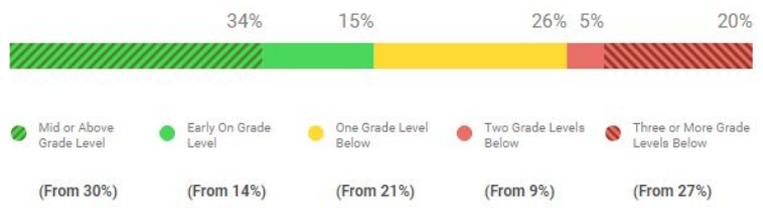
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

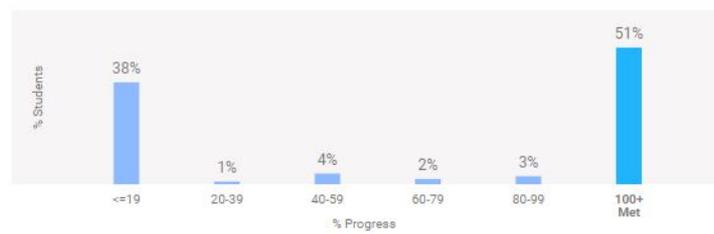
[Learn More About Growth](#)

Current Placement Distribution

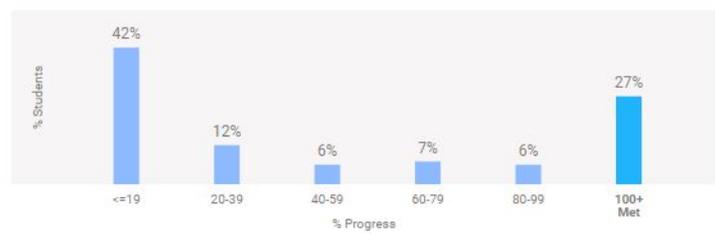


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Vocabulary Progress- Piloting Update

Switch Table View

Show Results By

Vocabulary

Grade

Showing 2 of 2

		Overall Grade-Level Placement			Vocabulary Grade-Level Placement			Students Assessed/Total
		On or Above	One Below	Two or More Below	On or Above	One Below	Two or More Below	
Grade 7	Diagnostic #2	52%	22%	26%	57%	21%	22%	82/88
	Fall (Beginning of Year - November 15)	49%	18%	33%	48%	23%	29%	
Grade 8	Diagnostic #2	47%	30%	23%	52%	29%	20%	87/99
	Fall (Beginning of Year - November 15)	39%	23%	38%	39%	30%	31%	

Math Progress- Winter 2023

Students Assessed/Total: 172/186

Overall Placement



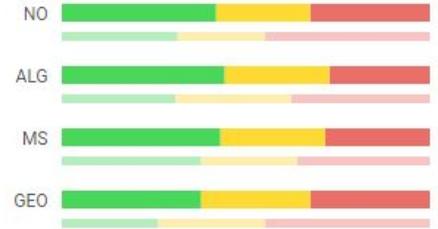
Diagnostic #2

- **At Risk for Tier 3**
28% (From 40%)
- **Tier 2**
32% (From 31%)
- **Tier 1**
40% (From 28%)

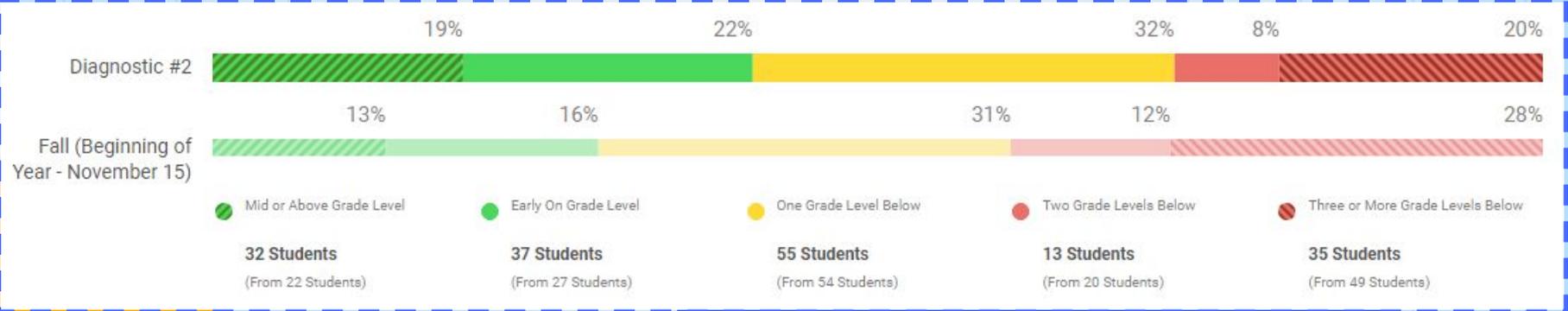


Fall (Beginning of Year - November 15)

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)



Math Growth

Subject

Math

School

SOUTH WHIDBEY MIDDLE ...

Academic Year

Current Year

Comparison Diagnostic

Diagnostic #2

01/13/23 - 02/09/23

Students Assessed/Total: **136/186**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

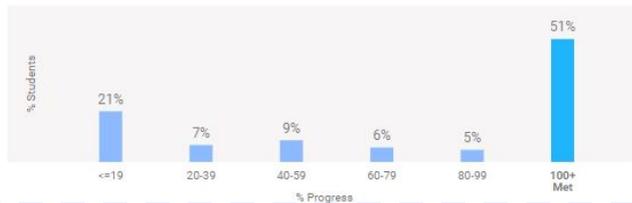
[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



First Semester Attendance

2021-2022 First Semester

Attendance Rate

88.65%

Excused Rate

6.81%

Unexcused Rate

4.54%

2022-2023 First Semester

Days Present

87.9%

Excused Rate

7.37%

Unexcused Rate

4.73%

First Semester Grade Distribution

Grade	A	B	C	D	F
12th	234	75	36	14	5
11th	181	72	45	16	10
10th	188	103	93	35	25
9th	208	95	69	27	14
Totals	811	345	243	92	59

A.P. Test Scores

Spring 2022:
Mean Scores

A.P. Lit:	SWHS 3.88	WA 3.52	Global 3.31	SWHS 3 or Higher 87.5%
A.P. US History:	SWHS 3.5	WA 2.84	Global 2.57	SWHS 3 or Higher 87.5%
A.P. Biology:	SWHS 3.61	WA 3.3	Global 3.1	SWHS 3 or Higher 83.3%

SAT and PSAT Scores

Fall 2022 Results:
12th Grade SAT

	<u>Total Score</u>	<u>ERW</u>	<u>Math</u>
SWSD	1111	577	534
State	1023	521	502
Global	943	485	458

11th Grade PSAT

	<u>Total Score</u>	<u>ERW</u>	<u>Math</u>
SWSD	1083	560	523
State	1005	511	494
Global	986	500	485

SWHS/SWA

Goal 1- Culture of Care

Implemented/Continuing

Restorative Justice Education: Community Circles and Restorative Circles.

-Staff and Student Training

Student Voice:

- House of Reps
- Club Representation
- ASB Student Leaders

Restorative Discipline-

-Restorative Circles

Student Support Team:

- For students and families
- Weekly

Forefront Suicide Prevention Program

End of the Year Data

C.E.E Survey Data- Spring 2023

-Students, Guardians and Staff

OSPI Annual Discipline Rates

OSPI Annual Exclusion Days Rates

Healthy Youth Survey (9-12)

Student Participation numbers in activities such as club, athletics, etc.

Attendance Data

SWHS/SWA

Goal 2- Best Practices For Learning

Implementation/Continuing:

Pre Assessments

- Student Growth Goals
- Teacher Evaluation

Communication with Guardians/Students

College and/or Career Ready Preparation

UDL/IPP Professional Development

- Staff UDL PD
- Staff UDL PLC's
- Staff Peer Observations

End of the Year Data:

State Assessments:

- SBAC Math
- SBAC ELA
- WCAS (Science)

AP/SAT/PSAT Scores

Teachers summative and formative assessments in the classroom.

- Teacher's Student Growth Goals

Marginalized Student Data

- Grades
- A.P. Enrollment
- Discipline
- State/AP/SAT Test Scores

Grade Distribution

Graduation Rates/Post HS Matriculation

QUESTIONS ?