South Whidbey School District

School Improvement Plans

2022-2023

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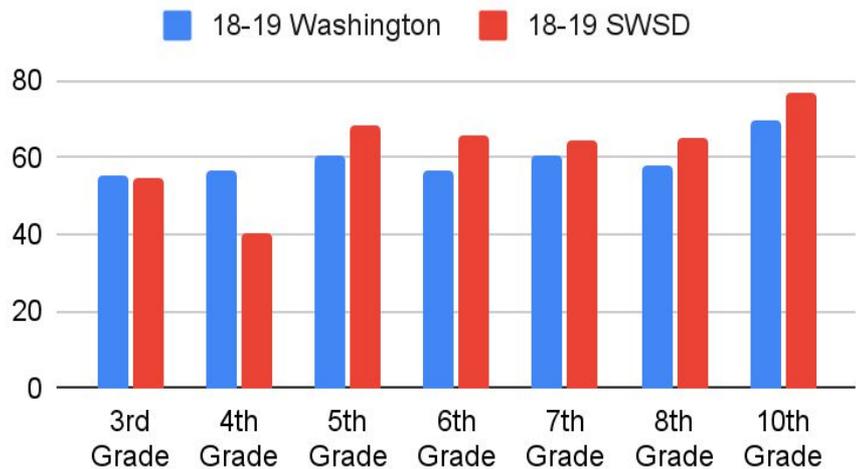
Goal 2: *Continue to lead the district in prioritizing training and implementation of best practices that create learning environments supportive of every student's resilience and success in the future they choose.*

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*
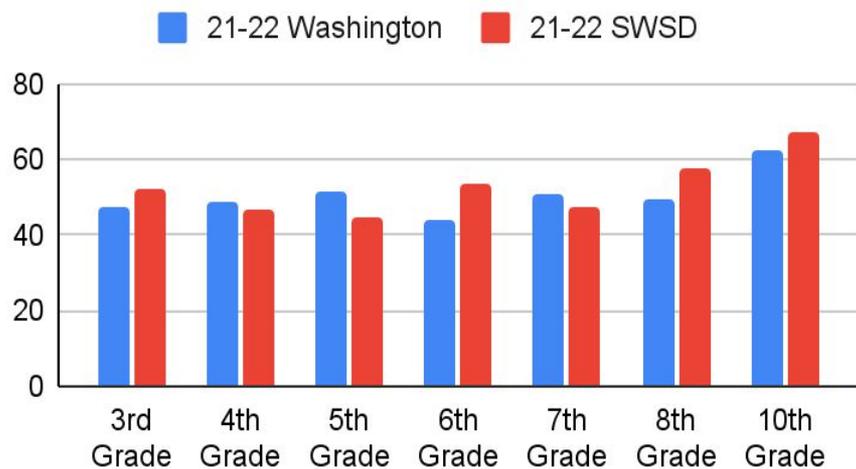
District Assessment Performance Indicators

- 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
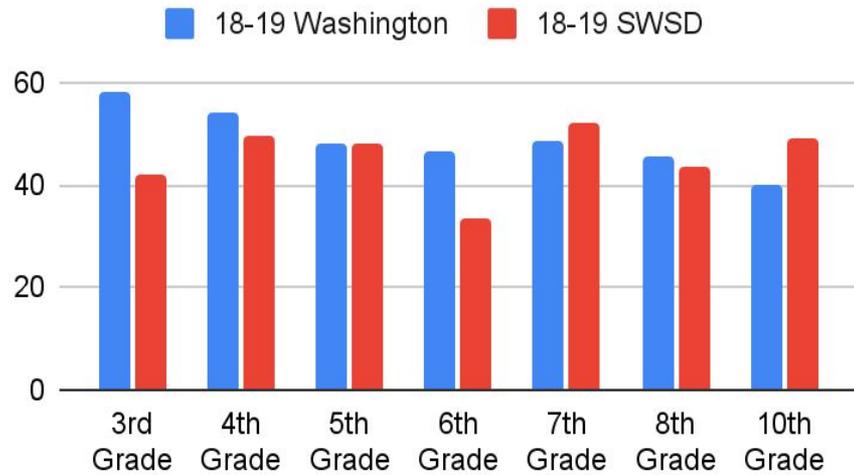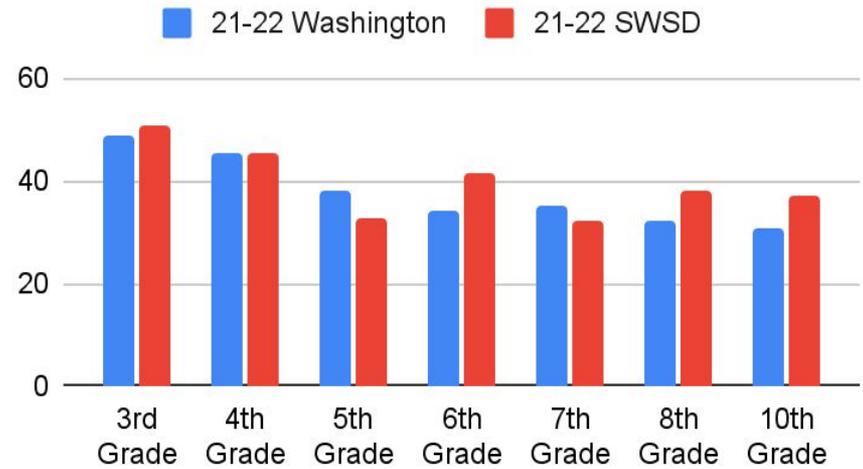
MATH-PRE-COVID

■ 18-19 Washington   ■ 18-19 SWSD

MATH

■ 21-22 Washington   ■ 21-22 SWSD

SCIENCE-PRE-COVID

18-19 Washington ■ 18-19 SWSD ■

SCIENCE

21-22 Washington ■ 21-22 SWSD ■
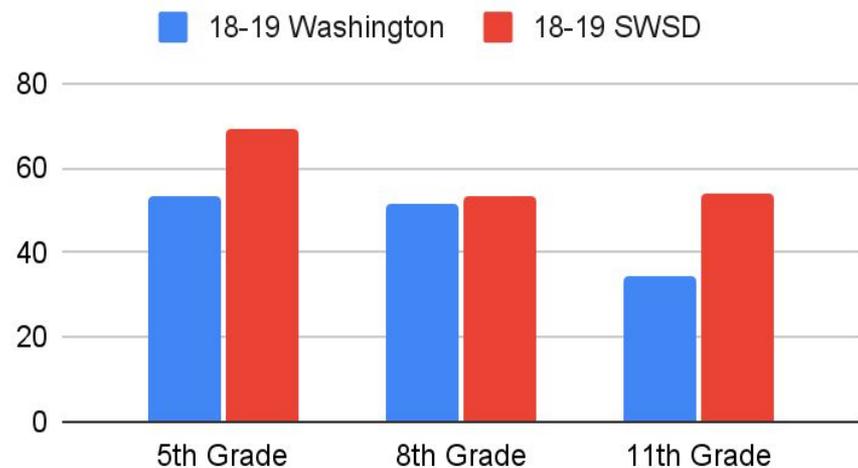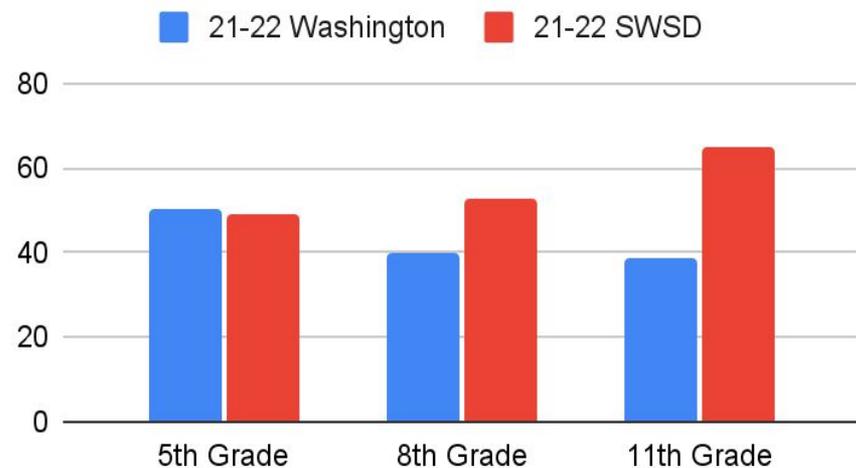
i-Ready Benchmarks K-8 ELA
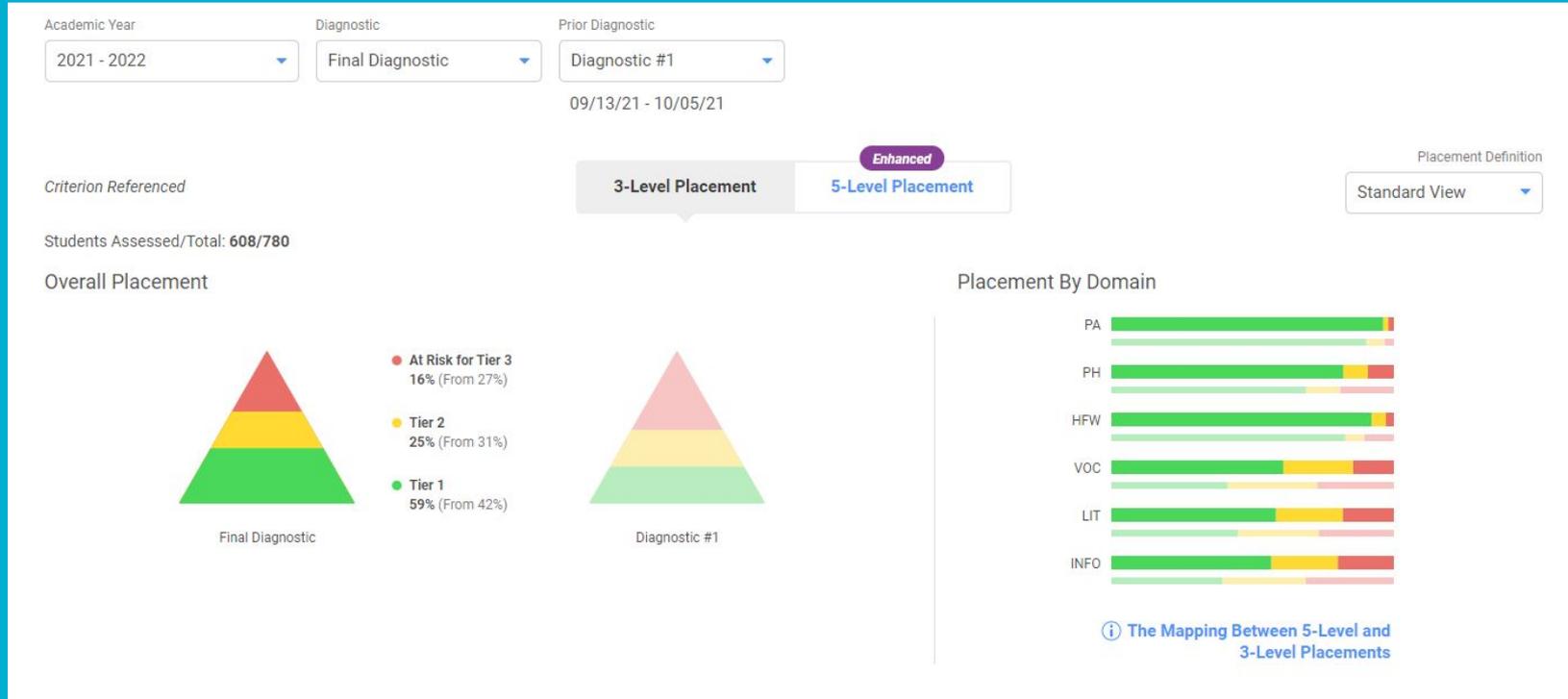
i-Ready ELA by School

SOUTH WHIDBEY ELEMENTARY NORTH	Final Diagnostic	56% 34% 10%	259/336
	Diagnostic #1	32% 39% 29%	
SOUTH WHIDBEY ELEMENTARY SOUTH	Final Diagnostic	63% 22% 15%	191/217
	Diagnostic #1	45% 30% 26%	
SOUTH WHIDBEY MIDDLE SCHOOL	Final Diagnostic	56% 17% 27%	157/184
	Diagnostic #1	53% 18% 29%	

i-Ready Benchmark K-8 MATH

Criterion Referenced

Enhanced

3-Level Placement | 5-Level Placement

Placement Definition

Standard View

Students Assessed/Total: **615/782**

Overall Placement

● **At Risk for Tier 3**
14% (From 32%)

● **Tier 2**
37% (From 49%)

● **Tier 1**
49% (From 20%)

Final Diagnostic

Diagnostic #1

Placement By Domain

NO

ALG

MS

GEO

(i) **The Mapping Between 5-Level and 3-Level Placements**

i-READY MATH BY SCHOOL

SOUTH WHIDBEY ELEMENTARY NORTH	Final Diagnostic	52%　　　　40%　8%	261/336
	Diagnostic #1	14%　　　59%　　27%	
SOUTH WHIDBEY ELEMENTARY SOUTH	Final Diagnostic	53%　　　　36%　11%	192/218
	Diagnostic #1	21%　　　44%　　35%	
SOUTH WHIDBEY MIDDLE SCHOOL	Final Diagnostic	41%　　　32%　　27%	158/185
	Diagnostic #1	23%　　　41%　　36%	
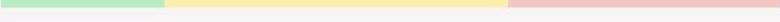
CONTINUING THE WORK: SWSD 2022-2023 Goal Setting Process

Outcome: For our Students to achieve academic, social and emotional progress that enables them to grow as independent learners and thinkers.

Short Term Outcomes: To identify and prioritize our district, building and student growth goals- through the lens of key district priorities.

We are continuing with our focus on Inclusionary Practice and Universal Design for Learning (UDL) through the walk through / alignment tools that were developed last year. We are also focusing on the use of Restorative processes for supporting culture and restorative practices.

SWES Building Leadership Team (BLT) and Staff Process
REVIEWED AND AFFIRMED OUR 21-22 GOAL AND PROCESSES:
Identifying goals and strategies to achieve our outcome and using our existing district priorities as our pathway:

- Reviewed district mission, vision and goals
- Identified ways our work is already aligned with district goals
- Review of year long Restorative Practices Training and affirming Universal Design for Learning (UDL) as our primary implementation strategy to achieve our outcome.
- Reviewed our specific alignment between Danielson Framework (Teacher Evaluation Process), UDL, CEE Survey Data, our Inclusion Equity Work and Restorative Practice to focus our work.

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

Strategies and Approaches "on the ground" to achieve this goal:

- Intentional, developmentally appropriate instruction on brain development and self- regulation (Zones of Regulation, SEL curriculum, etc..)
- All classrooms will consistently integrate student voice in classroom norms and expectations.
- Integration of student self-monitoring tools integrated into classroom routines.
- Restorative opportunities to consistently reteach behavioral expectations.
- Providing clear academic objectives and behavioral expectations

Strategies and Approaches "on the Ground" to achieve Goal #1 Contd.

- Individual student goals are established and feedback is focused on those goals
- Use of restorative circles for problem solving and conflict resolution
- Strong engagement and partnership with our new SWES PTA!
- Expanding opportunities (especially at 4th grade) for student leadership - principal's advisory team, 4th grade book club, environmental club, etc…
- Prepare our 4th grade students and families for 5th grade experience on north campus - focus on leadership and student voice as a strategy for moving forward / planning.
- Expansion of Family Connections - Reading Nights, Fun Family Events, PD Group focused on Family Engagement

Means of Measurement:

- Tracking on data regarding increase in student engagement (clubs, student led service, etc..) from fall 2022 to Spring 2023.
- Data collected on observational data regarding key "look fors" including use of student self-monitoring tools
- Data collected on use of restorative circles for behavior with comparison to SWIS behavioral data
- Focused use of SBAC Interim Assessments

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.

<u>Strategies and Approaches "on the ground" to achieve this goal:</u>

- Training and Workshops on staff identified priorities aligned with goals and best practices (see next slide) - developed by and led by staff.
- Continuing to use daily SEL curriculum / circles and restorative practices
- Focus on inclusionary / UDL practices that create supportive learning environments for ALL students
- Focused Student Growth Goals to enhance academic growth
- Continued focus on UDL best practices
- Continued focus on our "Farm, Forest and Sea" environmental education focus - enhancing FieldSTEM practices and a K-5 scaffolded approach

<u>Means of measurement:</u>

- Data collected from staff on effectiveness of PLC building level trainings / workshops
- Review of Student Growth goal data in spring of '23 and quarterly I-Ready Diagnostic Data
- Bi-Weekly Data Teams - intentional review of every student's growth and needs

Staff Selected and Directed Professional Development

K-4 Staff engaged in an activity to identify KEY training that they wished to engaged in - based on district and building goals.

Staff reviewed the initial list of 15 professional development ideas they had developed - and in our staff meeting - had three "votes" to prioritize the initial list.

Six priorities were identified (as described on the next slide)

Staff then signed up for their top choice - and through that process, groups were established to develop and implement our building level training for the year.

IT WAS AN AMAZING PROCESS - WE ARE MODELING UDL AS TEACHER DETERMINE THEIR PROCESSES AND APPROACHES FOR THIS PD!!!

Six Topic Areas SWES K-4 Building Level Professional Development will be focused on for 22-23

FOCUS OF TRAINING	DESCRIPTION	INDIVIDUALS / TEAM WHO WILL FACILITATE
Cross Curricular Integration and Alignment / cross grade level collaboration	How to integrate science & reading, art handwork and math, etc… arc of the curriculum, what has come before, what comes next	Kristin, Michele, Sarah
Universal Design for Learning (UDL)	Strategies, materials, sharing across grade levels, etc…	Susie, Linda Betsy
Trauma Informed Practices, to include: • Collaborative Problem Solving (Ross Greene's work) • "Relationship, Responsibility and Regulation" book study	How do we implement this work in the classroom? Sharing resources and strategies with peers	James, Savannah, Amanda, Erin Betsy

Six Topic Areas SWES K-4 Building Level Professional Development will be focused on for 22-23 Contd.

Environmental Education: Place based /Outdoor learning	Building wide training - focus on local resources, community partners, local volunteers, field trips, trail walks with staff to learn trails, etc... School wide Theme 'Farm, Forest and Sea"	Alea, Laura, Paige, Natasha, Craig, Nels, Lori
Enhancing Family Events / Engagement	Community Connection at our School - evening family events, partnering with PTA, family math and literacy night	Susie, Lindsey, Erin, Susan, Suzanne, Val B. Caryn Ploof
K-4 ELA / Literacy	Looking at k-2 curriculum and 3-4 pilots - scaffolding of adopted curriculum and other literacy focus area needs	Sage, Marcie, Lori O'Brien Hansen

SWES K-4 FALL '22 I-Ready Math Diagnostic Baseline

Students Assessed/Total: **308/375**

Overall Placement
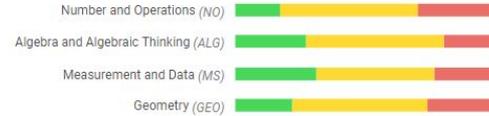
- ● At Risk for Tier 3
  28%
- ● Tier 2
  58%
- ● Tier 1
  14%

Placement By Domain

Number and Operations (NO)

Algebra and Algebraic Thinking (ALG)

Measurement and Data (MS)

Geometry (GEO)

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Switch Table View	Show Results By
Placement Summary ▾	Grade ▾

Showing 6 of 6

Grade ▾ ↕	Overall Grade-Level Placement	Students Assessed/Total
Grade K	67% 33%	6/67
Grade 1	7% 80% 13%	60/60
Grade 2	7% 62% 31%	58/58
Grade 3	5% 65% 30%	80/82
Grade 4	31% 34% 34%	90/93

SWES K-4 FALL '22 I-Ready Reading Diagnostic Baseline

Overall Placement

- **At Risk for Tier 3** — 25%
- **Tier 2** — 41%
- **Tier 1** — 34%

Placement By Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Switch Table View	Show Results By
Placement Summary ▼	Grade ▼

Showing 6 of 6

Grade ▼	Overall Grade-Level Placement	Students Assessed/Total
Grade K	60% · 40%	5/67
Grade 1	12% · 76% · 12%	59/60
Grade 2	29% · 40% · 31%	55/58
Grade 3	45% · 19% · 35%	77/82
Grade 4	42% · 33% · 24%	90/93

NEXT STEPS

Susie working with teachers on development of student growth goals that have explicit instructional strategies and "looks fors" that focus on UDL practices for observation and evaluation.

Student growth goals will focus on one year's growth in key content areas and teachers will consistently integrate the identified UDL strategies to achieve our overarching outcome.

Continued use of peer observation that focuses on sharing of best practices, collaboration, dialogue and relationship building within our staff.

OUTCOME: For our Students to achieve academic, social and emotional progress that enables them to grow as independent learners and thinkers.

Alternative Learning Experience (ALE)

Launched our 1st - 8th Grade ALE program in Fall 2021 and successful launch of Year 2 of program Fall 2022.

Approximately 70 students are enrolled in the program - continuing to attract families new to SWSD.

"Core Classes" (now based at South Campus) offered by our certificated mentor teachers Caris Ristoff (1st-2nd Grade) Andrea Mitchell (3rd-5th Grade) and Roy Newton (6th-8th Grade) - we are SO fortunate to have such an incredible team!

Wide Range of Community Partners Supporting Student Learning - South Whidbey Community Center, Rubatano Marimba, South Whidbey State Park Rangers, Backyard Movement Program, Organic Farm School, Coupeville Maritime Heritage Foundation, Island County Historical Society, The Backyard, The Learning Lab, Whidbey Watershed Stewards, Derek Hoshiko, Gabbi Karrow, Ashley Erikksen and a wide range of other community partners!

SWES 5/6 School Improvement Plan 2022-2023

South Campus 22-23 Key Goals

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

READING PERFORMANCE: 21-22

Criterion Referenced

3-Level Placement | 5-Level Placement

Standard View

Students Assessed/Total: **189/217**

Overall Placement

● **At Risk for Tier 3** **14%** (From 25%)

● **Tier 2** **22%** (From 30%)

● **Tier 1** **63%** (From 45%)
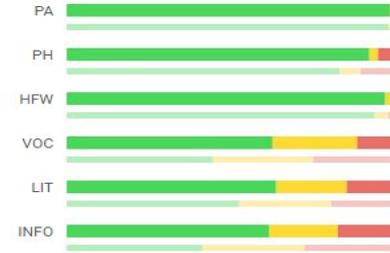
Spring (March 2 - End of Year)

Fall (Beginning of Year - November 15)

Placement By Domain

PA
PH
HFW
VOC
LIT
INFO

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Multi		Overall Grade-Level Placement			Students Assessed/Total
Grade 5	Spring (March 2 - End of Year)		54% 25% 22%		69/81
	Fall (Beginning of Year - November 15)		39% 26% 35%		
Grade 6	Spring (March 2 - End of Year)		65% 22% 13%		86/100
	Fall (Beginning of Year - November 15)		50% 27% 23%		

MATH PERFORMANCE: 21-22

Students Assessed/Total: **188/218**

Overall Placement

● **At Risk for Tier 3**
11% (From 35%)

● **Tier 2**
35% (From 43%)

● **Tier 1**
54% (From 22%)
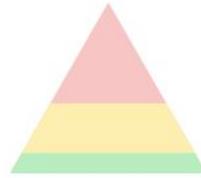
Spring (March 2 - End of Year)

Fall (Beginning of Year - November 15)

Placement By Domain

NO

ALG

MS

GEO
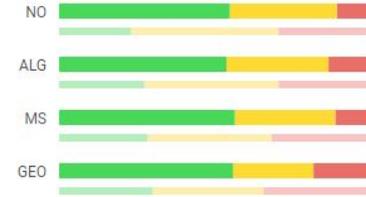
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Switch Table View

Show Results By

Multi	Overall Grade-Level Placement	Students Assessed/Total
Grade 5	Spring (March 2 - End of Year) — 48% · 39% · 12%	66/81
	Fall (Beginning of Year - November 15) — 18% · 38% · 44%	
Grade 6	Spring (March 2 - End of Year) — 52% · 33% · 15%	87/101
	Fall (Beginning of Year - November 15) — 24% · 40% · 36%	

Criterion Referenced

3-Level Placement   Enhanced **5-Level Placement**

Placement Definition

Standard View ▼

Students Assessed/Total: **155/159**

Overall Placement
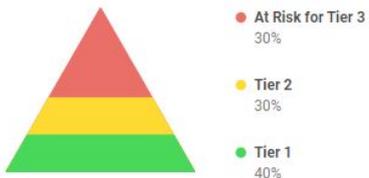
● **At Risk for Tier 3**
30%

● **Tier 2**
30%

● **Tier 1**
40%

Placement By Domain

Phonological Awareness *(PA)*
Phonics *(PH)*
High-Frequency Words *(HFW)*
Vocabulary *(VOC)*
Comprehension: Literature *(LIT)*
Comprehension: Informational Text *(INFO)*

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Grade 5	41%	36%	24%	76/78
Grade 6	39%	25%	35%	79/81

Enhanced

3-Level Placement   **5-Level Placement**

Placement Defi

Standard View

n Referenced

s Assessed/Total: **155/159**

l Placement

Placement By Domain

- **At Risk for Tier 3**
  34%

- **Tier 2**
  45%

- **Tier 1**
  22%

Number and Operations (NO)

Algebra and Algebraic Thinking (ALG)

Measurement and Data (MS)

Geometry (GEO)

(i) **The Mapping Between 5-Level and 3-Level Placements**

	20%	53%	28%	
Grade 5				76/78
Grade 6	24%	37%	39%	79/81

Goal #1

#1 SWES-S 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.

- **Community Circles / Authentic Conversations**
- **Common language**
- **Opportunities for school wide celebrations**
- **Restorative circles**
- **Opportunity for reflection**
- **Caring School Communities SEL curriculum in Advisory**
- **SEL lessons in relevant topics, developmentally appropriate**
- **Acknowledgement, encouragement of positive choices**
- **Student photos/celebrations**
- **Cougar Pride Awards**
- **ASB**
- **Student voice directs the culture**
- **Discipline tracking**
- **Student Led Conferences**

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

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)**
- **UDL driven practices**
- **ELA Pilot curriculum**
- **Small group instruction**
- **Targeted intervention of sub-tests**
- **Accommodations**
- **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**

SWMS 2022-2023 Focus

STUDENT FOCUS: Continue to engage and participate in building a culture, age appropriate and inclusive of all students. Join and create opportunities for Cougars to learn and grow.

TEACHER FOCUS: Through our professional development, collaboration and work with [UDL](#) and [RJ Ed](#), staff have aimed focus at creating student centered PD to facilitate deeper learning and instruction. Additional practice to create the "muscle memory" and integration of Community Circles and components of UDL in all classrooms.

ADMIN/BUILDING FOCUS: continue to develop "[Trust Based Observations](#)" process and implementation as well as school culture development with the reconfiguration in mind. Continue to facilitate opportunities for celebrations in student success.

6-8 grade level FOCUS: creating opportunities for multiple modes of participation in the reconfiguration process with staff, students and community members to prepare for and implement a smooth and developmentally appropriate transition.

#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

#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

Study Skill Quarter 1 Community Norms Expectations and Definitions

- No physical contact of any kind at any time
- No hate in this place: don't hate what other believe, keep your negative opinion to yourself, kindness towards identity, don't talk about people behind their back, be kind, make this a safe place for everyone
- Leave vulgar, curse, and explicit language outside the campus property
- Everyone has the right to be heard.
- Be respectful while still being critical: actively listen when someone is talking, actively help your peers, respect pronouns & gender beliefs, treat others the way you want to be treated, make this a safe place for everyone, respect personal boundaries, respect other's privacy, respect other's ability to listen, let people have an opportunity to learn -don't take that away from them by being crazy and disruptive, be mindful of what you say and do, celebrate other's successes without getting jealous for trying to one-up them.
- Be Responsible: doing the right thing when noone is looking, take the consequences for your actions, clean up after yourself, do your work, be a good example for little kids, being careful and intentional so you don't unintentionally offend someone, bring all your materials to class, don't expect other's to take responsibilities for your own actions, own up when you are wrong, manage your need to be the center of attention all the time (your not)
- Don't talk over the lesson: see above
- Phones are invisible unless specific permission is given: cell phone on silent in class, *can be a distraction but also a tool, if you need to make a phone call then be sure to ask, turn off notifications while in class, helps the whole class when you leave your device because it makes less sound when your parents (or anyone) text. you,

#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

09/06/22 - 10/05/22

Criterion Referenced
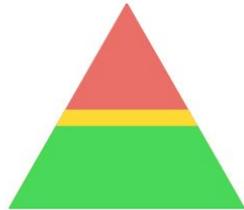
3-Level Placement

Enhanced
5-Level Placement

Placement Definition

Beginning-of-Year V... ▾

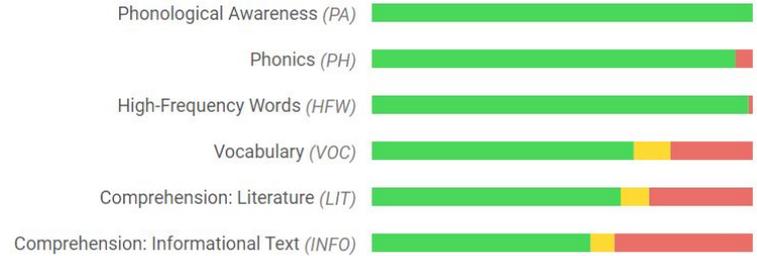Students Assessed/Total: **176/185**

Overall Placement

● **At Risk for Tier 3**
27%

● **Tier 2**
9%

● **Tier 1**
64%

Placement By Domain

Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)

Grade 7		67%	7%	26%	88/88
Grade 8		61%	10%	28%	88/97

09/06/22 - 10/05/22

Criterion Referenced

Enhanced

3-Level Placement | **5-Level Placement**

Placement Definition

Beginning-of-Year V... ▾

Students Assessed/Total: **178/184**

Overall Placement

● At Risk for Tier 3
28%

● Tier 2
13%

● Tier 1
59%

Placement By Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

Grade	Overall Grade-Level Placement			Students Assessed/Tota
Grade 7	63%	9%	28%	87/88
Grade 8	55%	16%	29%	91/96

SWMS Focus and Next Steps

WEEK: Kayla and staff develop student growth goals with aforementioned SIP goals in mind, tied to UDL and equity practices integrating into Danielson
Prepare for and gather data as well as student, guardian, and teacher feedback for conferences to inform and progress with students in mind

MONTHS: IPP/UDL team modification and implementation of peer to peer walkthrough/observation tool for all teachers
Professional development centered along teacher driven feedback and teacher to teacher lessons

YEARLONG: Grow and develop School Culture using Tier 1 work in Restorative Practices with all students, teachers and staff
Collaboration with students, community and staff as we welcome the 6th graders on campus for the 23-24 school year and beyond

SWHS/SWA Graduation Rates
Post Graduation Plans

Graduation Rate: SWHS/SWA Class of 2022 97.3% (State Average 83%)

Class of 2022 Post High School Plans:

54.4% 4 YR College/University

8.9% 2 YR School

4.4% Trade School

19 % Work

6% Gap Year

1% Undecided

4.4 % Not Reporting

2.% SPED- returning to SWHS for transition program

SWHS/SWA S.I.P. PROCESS

Teacher Student Growth Goals

⇕

Department Goals

⇕

S.I.P

⇕

Principal Goals

⇕

Superintendent Goals

⇕

S.W.S.D. Goals

SWHS/SWA
Goal 1– Culture of Care

What work will we do at SWHS/SWA to support this goal?

<u>Supports:</u>

Restorative Justice Education: Community Circles and Restorative Circles.
    -Staff and Student Training

Student Voice:
- House of Reps
- Club Representation
- ASB Student Leaders
- Student Community Groups U.S.L.

Restorative Discipline- Not Punitive
    -Restorative Circles

Student Support Team- Connection with
    -For students and families
    -Weekly

Forefront Suicide Prevention Program
    -Student, Staff and Guardian Training

Our classrooms need to be safe community spaces
    -Student created community norms

Wellness and S.E.L. are the emphasis-Care and Joy

Every Student at SWHS/SWA will have a trusted adult that they can reach out to.

SWHS/SWA
Goal 1– Culture of Care (cont'd)

How will SWHS/SWA Measure/Assess this goal?

Measurements:

C.E.E Survey Data- Spring 2023
        -Students, Guardians and Staff

OSPI Discipline Rates

OSPI Exclusion Days Rates

Healthy Youth Survey (9-12)

Principal - Student Survey and interviews

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

Attendance Data

Anecdotal- Student and Guardian experiences

SWHS/SWA
Goal 2- Best Practices For Learning

What work will we do at SWHS/SWA to support this goal?

<u>Supports:</u>

Pre Assessments- Where are they? Where do they need to be?

Students need to be agents of their own learning and engage in critical thinking

Communication with Guardians/Students
-   -Daily check ins with students
-   -Google Classroom
-   -Skyward
-   -Parent Square

College and/or Career Ready Preparation
WOIS Career Interests survey
HS and Beyond Plan- Digital
CTE Offerings- Sno Isle Skills Center
Guaranteed Admissions Pilot

UDL/IPP Professional Development- Addressing educational inequities by creating more inclusive educational environments to ensure all students get an equal opportunity to succeed.

Culturally Responsive Teaching, meeting the needs of ALL Students with curriculum, pedagogy and verbiage.
-Part of the state change in teacher evaluation

SWHS/SWA
Goal 2- Best Practices For Learning (Cont'd)

How will SWHS/SWA Measure/Assess this goal?

Measurements:

State Assessments:
    SBAC Math
    SBAC ELA
    WCAS (Science)

Interims throughout the school year.

Teachers summative and formative assessments in the classroom.

SAT/PSAT Scores

Graduation Rates

Post HS Matriculation

State Assessments by Student Demographics
    -Marginalized groups scores

Advanced Placement Demographics
    -Marginalized groups enrollment

Curriculum/Resource Review by department:
    How does our approach affect marginalized groups?

Teacher's Student Growth Goals
Component of Teacher Evaluation
    Danielson Framework for Teaching

QUESTIONS ?