

2016–17 Washington School Report to the School Board



March 20, 2017

Improvement Efforts: Strategic Direction A

High Achievement for All

- Common Formative Assessments
- Weekly Grade Level Data Wall Collaboration Meetings
- WIN (What I Need) Time to Support Math & Reading
- Weekly Team Collaboration Time: (Grade Level PLC)

RTI Model

- NWEA Continuum
- Utilize multiple data sources to identify student learning gaps
- Progress monitoring
- Use of evidence based decision making
- Provide a structure to allow for small group differentiated instruction

Culture of Leadership and Excellence

- Student voice and ownership of learning

Improvement Efforts: Strategic Direction B

PBIS Implementation

- Teaching Expected Behavior Rotation Days
- Out of the Blue Days
- Proactive Relationships
 - Four at the door
 - 2 by 10
 - Invisible/visible mentors
- PAWS Tickets: Student and Class Recognition
- A focus on student voice and leadership



Improvement Efforts: Strategic Direction B

School, Family & Community Engagement

- Family Fun Nights
- PTO with active participation by teachers and parents
- Family Engagement is key to the culture we desire.



Improvement Efforts: Strategic Direction C

- Culture of Leadership and Excellence

Focus on further developing student readiness to ensure options for life.

- Leadership
- Culture
- Academic Achievement



Improvement Efforts: Strategic Direction C

Culture of Leadership & Excellence

- **PRIDE Time:** Cross-grade level small groups of students meet monthly
- **Wildcat2Wildcat** Mentoring
- 7 Habits of Happy Kids Lessons
- Monthly **Wildcat Rallies**
- **Student Leadership Roles** in the classroom and school-wide



Improvement Efforts: Direction D

School-Wide Title One

- All resources for all kids
- Increased flexibility to meet student needs
- Best practice intervention and on-going assessment

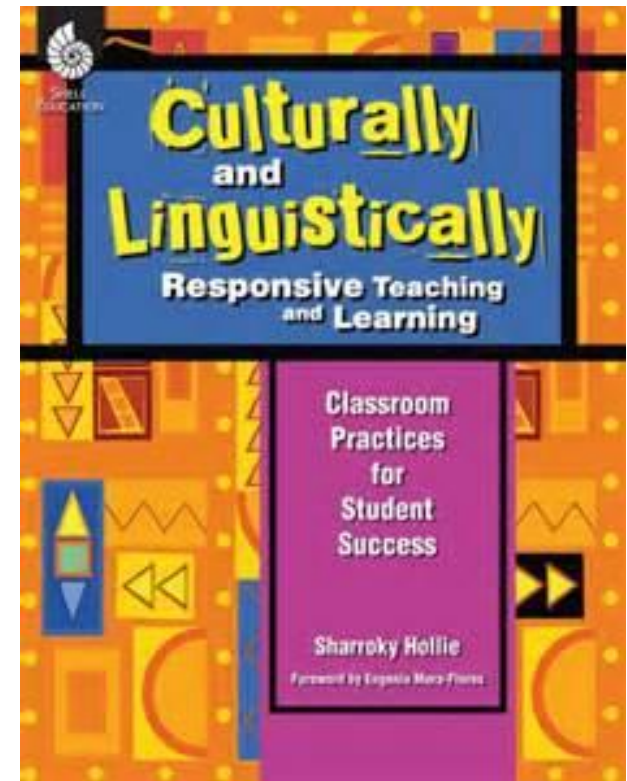
Participative Leadership Model

- On-going staff collaboration with focus on student needs
- The level of support is determined by individual student need

Improvement Efforts: Direction E

Differentiated Professional Development Plan.

- Intuitive New Teacher Professional Development Model
- Professional Development Plan utilizing best practice instruction and assessment
- All teachers have access to professional development opportunities that align with responsibilities.
- Culturally and Linguistically Responsive Teaching Book Study



Professional Learning Community

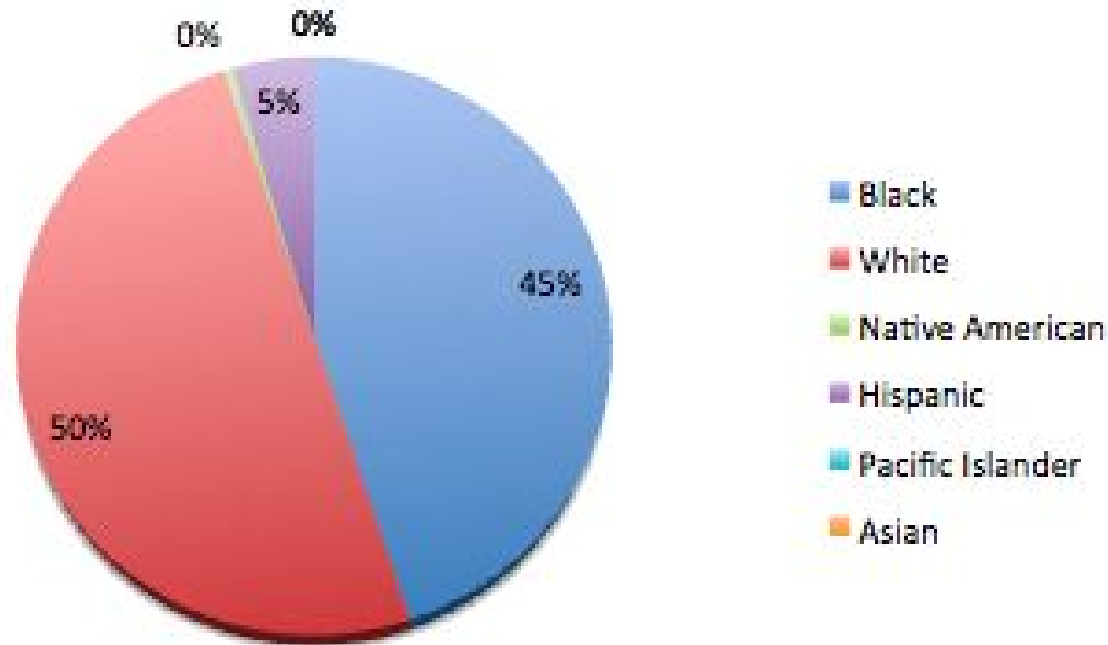
Grade Level Team Vision Cards

- Goals based on building vision card
- Emphasize closing gaps and raising proficiency
 - Each grade level looks at specific student progress to develop goals
 - Example:
 - Close Special Education Reading Gap
 - Increase Student Growth in Math
- Focus is on monitoring growth and adjusting instruction to meet needs of all students
- Master schedule designed to maximize student learning time

ATTENDANCE DATA

ATTENDANCE			
	13-14	14-15	15-16
All	95.82	95.40	95.20
LEP	93.34	94.46	94.98
SPED	94.25	92.52	91.24
FRP	95.26	95.00	95.14
Hispanic	93.70	95.23	95.73
American Indian	na	96.70	83.38
Asian	96.52	97.79	95.74
Black	93.01	94.37	94.08
White	95.91	94.97	93.48
Pacific Islander	na	na	na
Two or more races	94.24	95.78	95.35

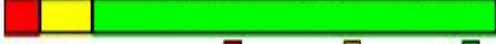
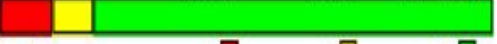
BEHAVIOR DATA: Major Referrals



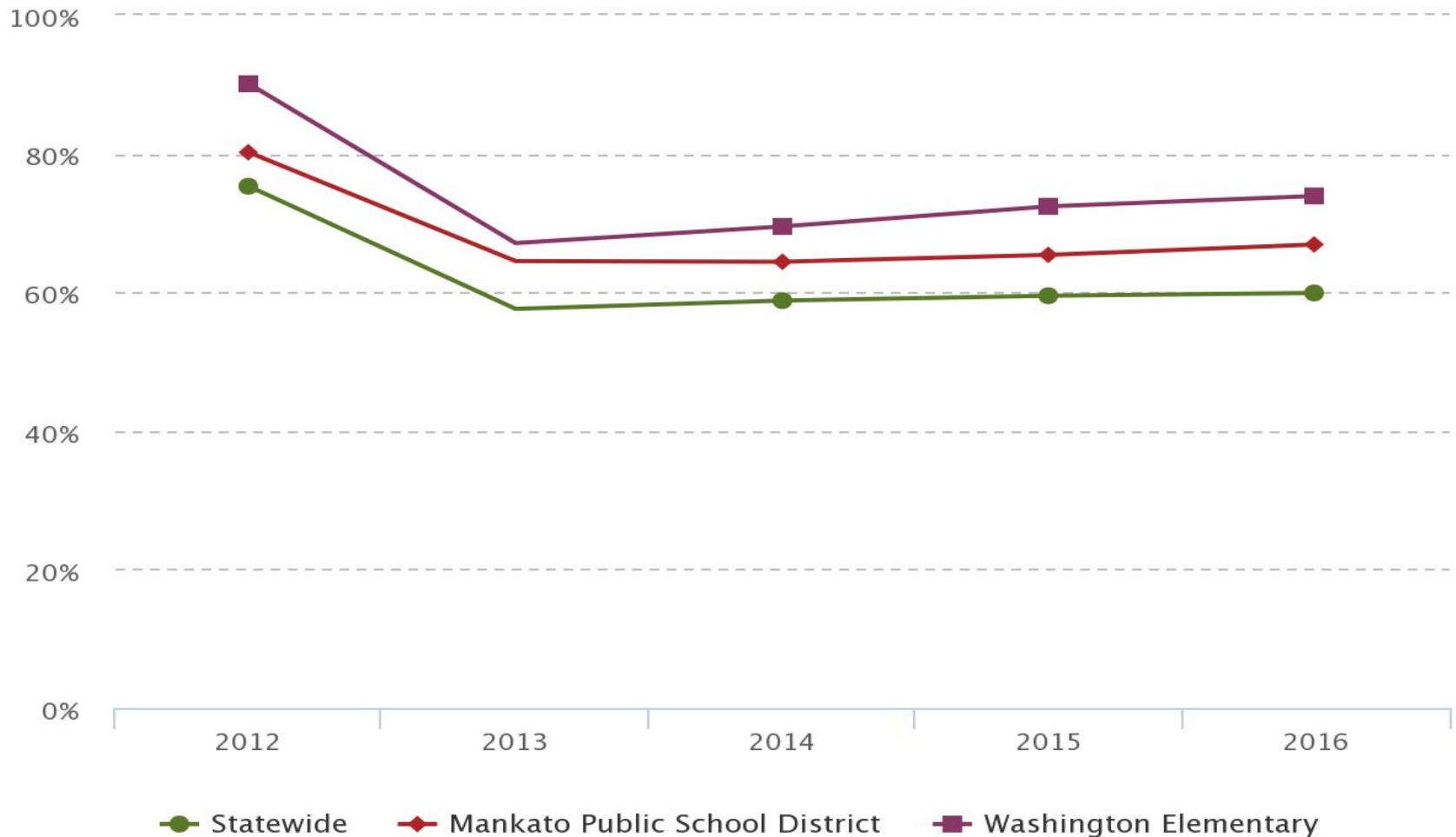
	Tier 1 (0-1)	Tier 2 (2-5)	Tier 3 (6)
PBIS Pyramid	80%	15%	5%
Washington Results Pyramid	87%	9%	4%

DIBELS DATA K-2

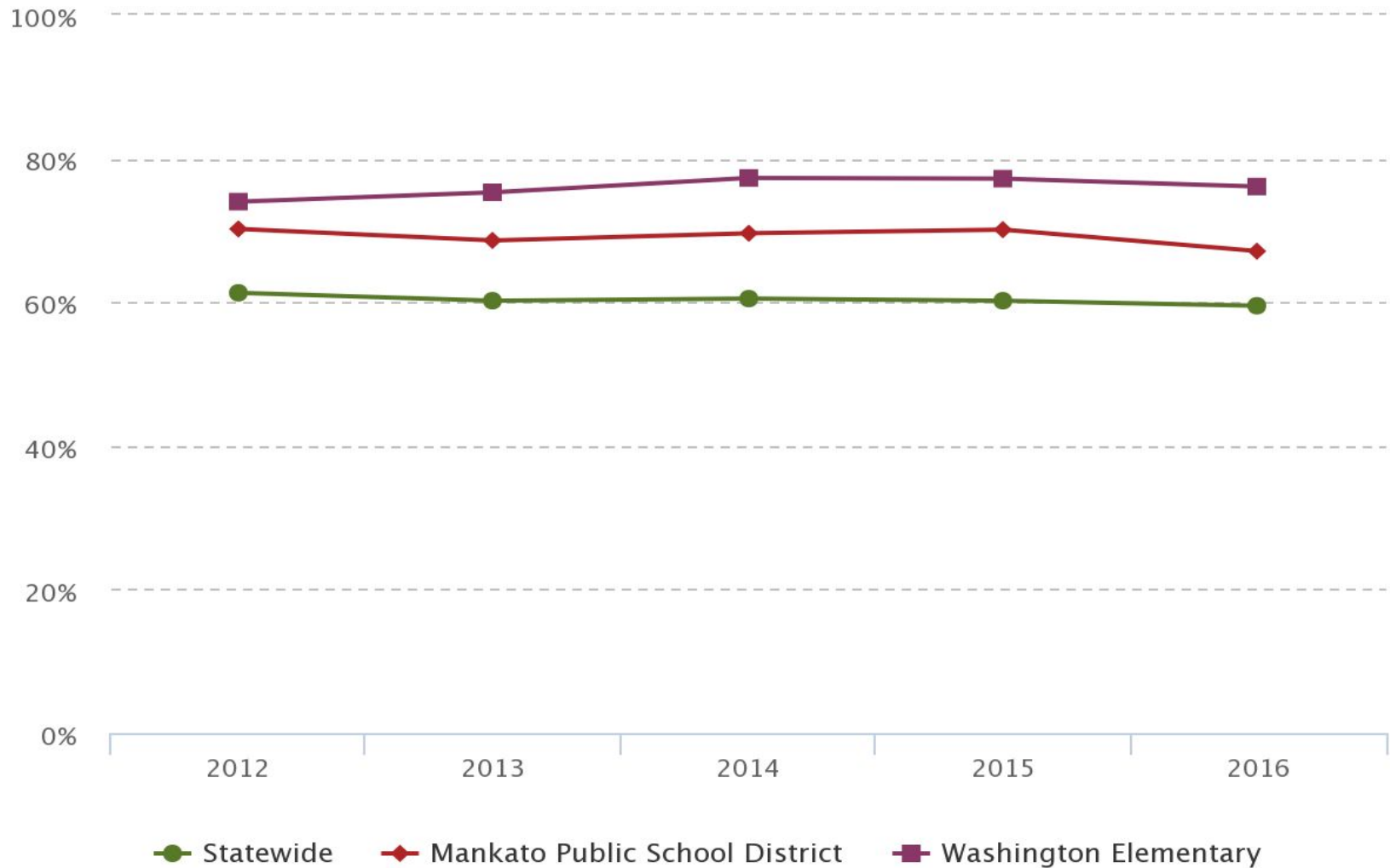
Year: 2015-2016

Grade	Beginning	Middle	End
K	 n=64 11  12  41  (17%) (19%) (64%)	 n=66 5  6  55  (8%) (9%) (83%)	 n=69 4  8  57  (6%) (12%) (83%)
1st	 n=68 14  14  40  (21%) (21%) (59%)	 n=67 5  3  59  (7%) (4%) (88%)	 n=66 6  1  59  (9%) (2%) (89%)
2nd	 n=83 6  9  68  (7%) (11%) (82%)	 n=84 9  7  68  (11%) (8%) (81%)	 n=85 6  14  65  (7%) (16%) (76%)

Washington Reading Trend Data



Washington Math Trend Data



Questions?



