

# 2017–18 Washington School Report to the School Board



*March 19, 2018*

# Improvement Efforts– Strategic Direction A

*To increase student learning and engagement*

## **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
- Talent Development Resources & small group differentiated instruction

## **Culture of Leadership and Excellence**

- Student voice and ownership of learning

# Improvement Efforts–Strategic Direction B

*To develop district culture and practices of partnership and connectedness between staff, students, families and community for student learning*

## PBIS Implementation

- Teaching Expected Behavior
- Rotation Days & Videos
- 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

*To develop district culture and practices of partnership and connectedness between staff, students, families and community for student learning*

## 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

*Increase readiness for all students to ensure options for life*

## Culture of Leadership & Excellence

Focus on further developing student readiness to ensure options for life through The Leader in Me.

- Leadership
- Culture
- Academic Achievement



- **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



# Student Leadership Jobs

| School-Wide Leadership Job | Number of Students |
|----------------------------|--------------------|
| Special Events             | 38                 |
| Wildcat Rally              | 48                 |
| Lost & Found               | 35                 |
| Announcements              | 54                 |
| Playground                 | 135                |
| Lunchroom                  | 130                |
| Student Council            | 130                |
| Peacemakers                | 40                 |
| Wildcat News               | 74                 |
| Mentors 4 & 5 gr.          | 40                 |
| Total                      | 724                |

# Improvement Efforts–Strategic Direction C

*Increase readiness for all students to ensure options for life*



# Improvement Efforts–Direction D

## *Management of financial resources*

### School–Wide Title One

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

*Develop staff capacity, accountability and skills to empower our Strategic Directions*

- Highly functioning Teams– Weekly Data Wall Meetings
- Continuous Improvement Coach leads team and individual job embedded professional development driven by staff feedback.
- Continuous PD around The Leader in Me with coaching opportunities throughout the school year.

# ATTENDANCE DATA–2016–17

|                           |       |
|---------------------------|-------|
| All                       | 95.1% |
| FRP                       | 96.2% |
| LEP                       | 95.1% |
| SpEd                      | 91.6% |
| Non-SpEd                  | 95.7% |
| Hispanic/Latino           | 96.2% |
| Black or African American | 93.5% |
| White                     | 95.3% |
| Two or more Races         | 95.2% |

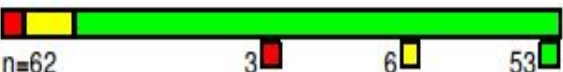
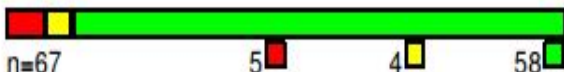
# BEHAVIOR DATA

| Student Group    | Number of Students Referred | Number of Students Enrolled | Percent of Students with referral |
|------------------|-----------------------------|-----------------------------|-----------------------------------|
| Native American  | 0                           | 0                           | 0                                 |
| Asian            | 0                           | 16                          | 0                                 |
| Black            | 18                          | 55                          | 32.7%                             |
| Latino           | 2                           | 20                          | 10%                               |
| Pacific Islander | 0                           | 0                           | 0                                 |
| White            | 30                          | 296                         | 10%                               |

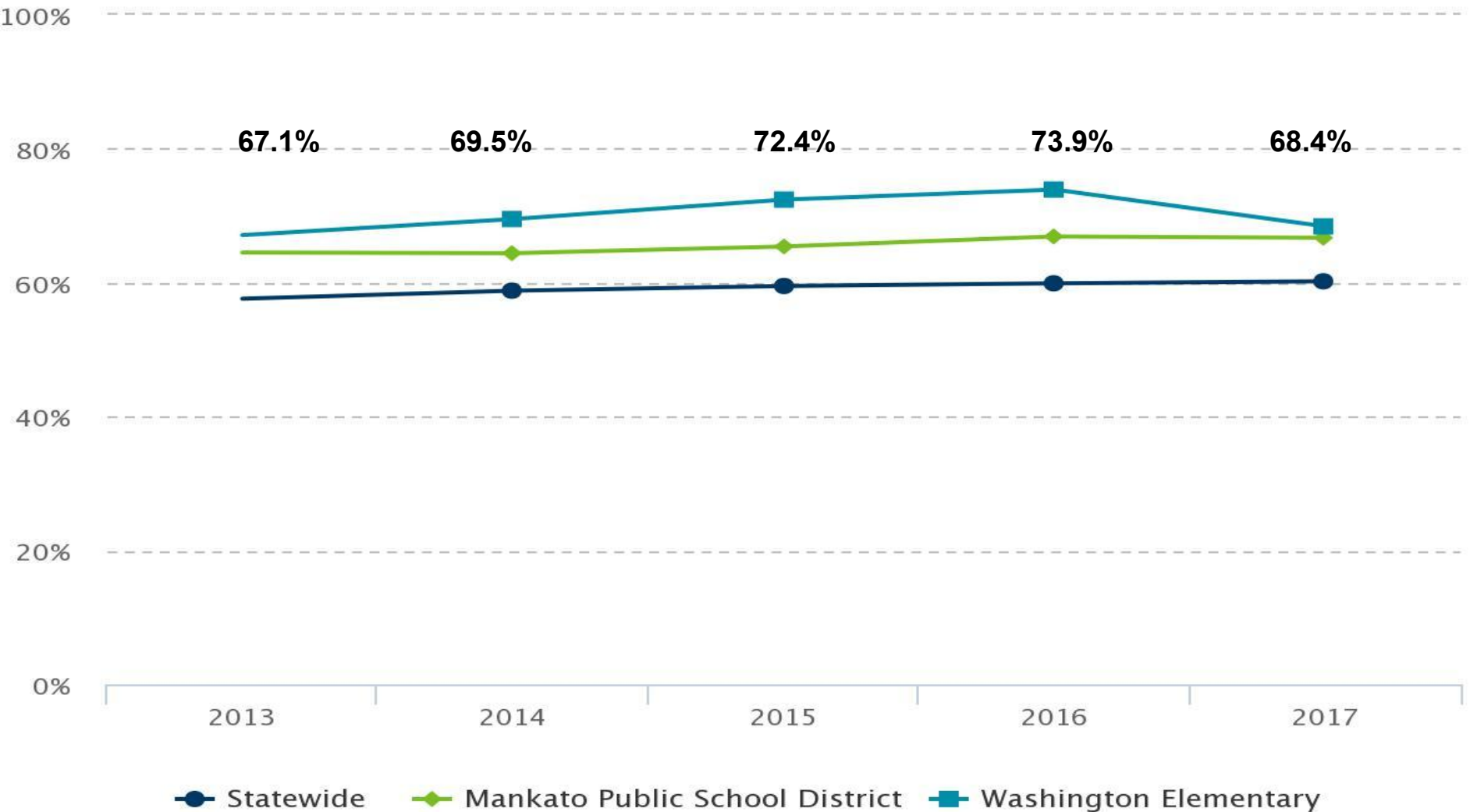
# DIBELS DATA K-2

## 2016-2017 All Grades Status - DIBELS Next - Former Goals

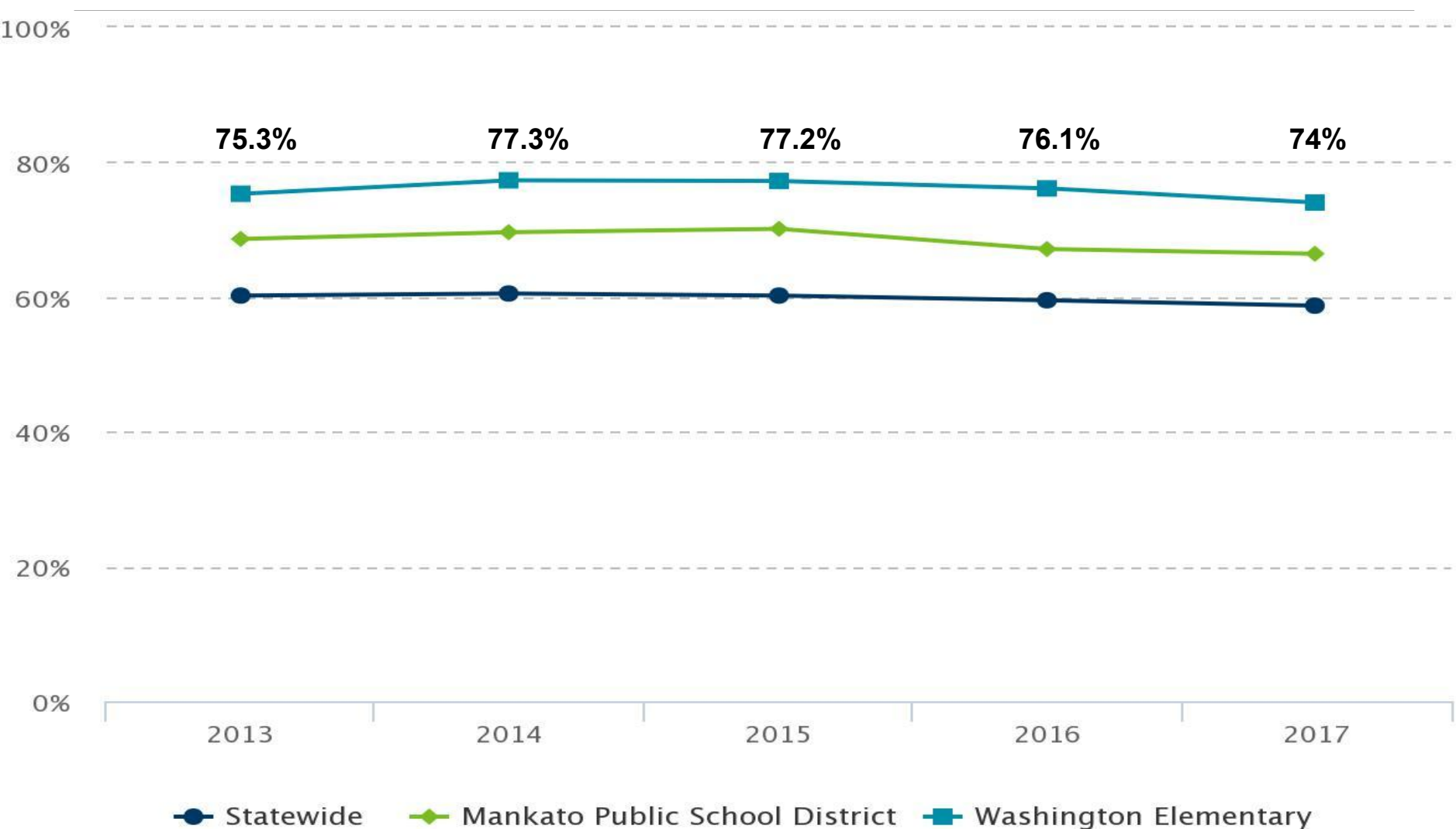
District: Mankato Area Public Schools #77 School: WASHINGTON ELEMENTARY SCHOOL

| Grade | Beginning                                                                                                                    | Middle                                                                                                                       | End                                                                                                                         |
|-------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| K     |  <p>n=67<br/>15 (22%) 9 (13%) 43 (64%)</p>  |  <p>n=68<br/>8 (12%) 19 (28%) 41 (60%)</p> |  <p>n=67<br/>4 (6%) 6 (9%) 57 (85%)</p>  |
| 1st   |  <p>n=64<br/>17 (27%) 10 (16%) 37 (58%)</p> |  <p>n=62<br/>4 (6%) 6 (10%) 52 (84%)</p>   |  <p>n=64<br/>4 (6%) 8 (13%) 52 (81%)</p> |
| 2nd   |  <p>n=62<br/>3 (5%) 6 (10%) 53 (85%)</p>    |  <p>n=64<br/>3 (5%) 3 (5%) 58 (91%)</p>    |  <p>n=67<br/>5 (7%) 4 (6%) 58 (87%)</p>  |

# Washington Reading Trend Data



# Washington Math Trend Data



# Professional Learning Community Collaborative Teams

## 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

# Questions?

