



Study Session Agenda

May 16, 2023

6:00 p.m.

Board Room and via Zoom

<https://ssd412-org.zoom.us/j/82100637605>

Webinar ID: 821 0063 7605

Passcode: 557118

1. School Improvement Plan (SIP) Adjustments for 2023-24

Start time: 06:00 PM

Presenter: Mike VanOrden, District Academic Officer

[Annual School Improvement Plan Updates \(p. 2\)](#)

2. Adjournment _____ p.m.

SHORELINE SCHOOL DISTRICT

Annual School Improvement Plan Updates


May 16, 2023

Presented by Mike VanOrden, District Academic Officer



Study Session Overview

1. SIP Overview
2. State Requirements
3. Sample Template
4. Draft Data
5. Next Steps

Shoreline School District 2023-24 School Improvement Plan			
	School:	Principal:	Date:
DISTRICT MISSION The mission of the Shoreline School District is to provide a <u>collaborative learning community</u> which <u>engages all students</u> in learning the <u>academic</u> and <u>work-life skills</u> needed to <u>achieve their individual potential</u> and become <u>responsible citizens</u> .			
VISION FOR STUDENT LEARNERS Shoreline School District will support all students in becoming... <ul style="list-style-type: none">PersistentEffective CommunicatorsGrowth OrientedCritical ThinkersEmpatheticCreativeGlobal CitizensKnowledgeableCollaborative		SHARED BELIEFS All students can achieve All students can grow to reach their academic and personal excellence. Equitable access to rigorous learning is essential All students will be provided with equitable instruction, access to innovative programs, and necessary support for success. Diversity makes our community stronger We view diversity as an asset. Fostering an environment of dignity and respect, all individuals, opinions, and contributions are valued. Curiosity sparks creativity and innovation Students will be encouraged to generate questions, explore topics of interest, and engage in inquiry to develop new ideas and novel ways of thinking. Respect, empathy, and collaboration are at the core of community Students will broaden their perspectives by seeking to understand the perspectives and experiences of others to enable them to work collaboratively. Students will understand their role and responsibilities in our local and global community.	

School Improvement Plans Overview

SIPs are required for every school in Washington State (WAC 180-16-220)

The SIP is intended to be a living, actionable document. Essential components of a SIP are:

- priority goals that are actionable and measurable;
- high-leverage, evidence-based activities most likely to achieve priority goals; and
- multiple data measures that will be utilized to routinely check progress on the effectiveness or impact of an activity in order to determine if it should be retained, revised, or abandoned.

The priority goals of the SIP should be clear and visible to all stakeholders in the educational community, revisited regularly for progress monitoring and revised as necessary.

State Requirements

WAC 180-16-220

(2) Annual school building approval.

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is **data driven, promotes a positive impact on student learning**, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.

(iii) Recognizing **non-academic student learning and growth** related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(d) The school improvement plan shall address, but is not limited to:

(ii) Educational equity factors such as, but not limited to: **Gender, race, ethnicity, culture, language, and physical/mental ability...**

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) **Parent, family, and community involvement...**

WAC 180-105-020

Performance improvement goals.

(2) School districts and schools shall establish separate district-wide and school **English language arts and mathematics** improvement goals

SIP Template

Current Sections

Section 1: School Vision and Mission

Section 2A: Review of School Data from Prior Year

Section 2B: Review of School Information from Prior Year

Section 3: Reflection

Section 4: School Plan

- Teaching and Learning Goal
- Leadership and Organization Goal
- Professional Learning Goal
- Culture and Community Goal

Section 5: Title School Plan

Draft Updated Sections to Align with State Requirements

Section 1: School Vision and Mission

Section 2: Review of School Data and Information from Prior Year and Reflection


Section 3: School Plan

- English Language Arts Goal
- Math Goal
- Non-Academic Student Learning & Growth Goal

Section 4: Title School Plan

Draft Template

Section 1: School Vision / Mission

Section 2: Review of School Information from 2022-2023 and Reflection
<p><u>School Narrative Information</u> </p> <p><u>School Strengths</u> <i>(including reference to data in appendix)</i></p> <p><u>School Challenges / Gaps</u> <i>(including reference to data in appendix)</i></p>

Draft Template

Section 3: School Plan for Improvement in 2023-24		
School Goal #1: English Language Arts Achievement (WAC 180-105-020)		
Strategy / Actions / Activities to Achieve the Goal	Timeframe	Indicators of Growth / Evidence of Success <i>(Data for groups of students required under WAC 180-105-020 in appendix)</i>
Evidence-based activities related to achieving the stated goal area above. Reference educational equity factors, use of technology, and/or parent/family engagement as appropriate (WAC 180-16-220). May also include reference to professional development, leadership and teaming structures, use of data, etc.		<p>Outcome: How school will know strategy is improving student achievement.</p> <p>Fidelity: How school will know if implementing strategies as intended.</p>
		<p style="text-align: right;">2023-24 Targets <input type="checkbox"/></p> <p>Outcomes</p> <ul style="list-style-type: none"> • ___% of 1st graders at benchmark on DIBELS by end of 2023-24 school year (compared to ___% of cohort’s kindergarten end-of-year scores in 2022-23). • ___% of 2nd graders at benchmark on DIBELS by end of 2023-24 school year (compared to ___% of cohort’s 1st grade end-of-year scores in 2022-23). • ___% of grades 3-5 students at standard on Smarter Balanced ELA Assessment (compared to ___% in 2022-23) <p>Fidelity</p>

Draft Data*: Elementary School

English Language Arts

- ___% of 1st graders at benchmark on DIBELS by end of school year (compared to ___% of cohort's kindergarten end-of-year scores in prior year).
- ___% of 2nd graders at benchmark on DIBELS by end of school year (compared to ___% of cohort's 1st grade end-of-year scores in prior year).
- ___% of grades 3-5 students at standard on Smarter Balanced ELA Assessment (compared to ___% in prior year)

Math

- ___% of grades 1-5 students making growth - (*moving from below to at or above grade level*) on iReady math assessment by the end of the school year (compared to ___% in prior year).
- ___% of grades 3-5 students at standard on Smarter Balanced Math Assessment (compared to ___% in)

Draft Data*: Middle School

English Language Arts

- ___% of 6th, 7th and 8th graders at standard on Smarter Balanced ELA assessment by end of school year (compared to ___% of each cohorts' 5th, 6th and 7th grade end-of-year scores in prior year).

Math

- ___% of 6th, 7th and 8th graders at standard on Smarter Balanced math assessment by end of school year (compared to ___% of each cohorts' 5th 6th, and 7th grade end-of-year scores in prior year).

Non-Academic

- ___% of students not excluded due to discipline by end of school year (compared to ___% not excluded in prior year).
- ___% of students with fewer than 2 absences a month on average, compared to ___% with 2 or fewer absences in prior year.

Draft Data*: High School

English Language Arts

- ___% of 9th grade students on track to graduate as measured by passing their 9th grade ELA course by the end of the school year.
- ___% of 9th and 10th graders at standard on Smarter Balanced ELA assessment by end of the school year (compared to ___% of each cohorts' 8th or 9th grade end-of-year scores in 2022-23).

Math

- ___% of 9th grade students on track to graduate as measured by passing their 9th grade math course by the end of the school year.
- ___% of 9th and 10th graders at standard on Smarter Balanced math assessment by end of school year (compared to ___% of each cohorts' 8th or 9th grade end-of-year scores in prior year).

Non-Academic

- ___% of students not excluded due to discipline in 2023-24 (compared to ___% not excluded in prior year).
- ___% of students with fewer than 2 absences a month on average, compared to ___% in prior year.

Other Indicators* Being Considered

- Percent of students referred to special education
- Percent of Kindergarten students moving up a level on WIDA
- DEI data: Number of staff trained in Equity 101, 201, 301; Ethnic Studies fellows; etc.
- Healthy Youth or CEE Data
 - Indicator(s) determined by school goal
- Percentage of 9-12th grade students who participate in dual credit classes (OPSI provides overall dual credit participation, district will need to disaggregate by dual credit type)

Next Steps

1. Principal meeting to finalize template and data to be included in SIP
2. Identify evidence-based strategies that schools may use to meet goals and to include in SIPs
3. Share SIP template with schools
4. Building administrators and building leadership teams develop or update school improvement plans for 2023-24

Questions?

